

AN EDUCATIONAL HISTORY
OF PIKE COUNTY,
INDIANA

by

Arthur F. Thomas

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INTRODUCTION

Since an educational history of Pike County has never been written before, it is the purpose of the writer to present to the people of Pike County, and to those who care to read this thesis, a history of its schools from their beginning to the present time. First, the writer has presented facts concerning the geography, the resources, the economic and the social conditions as they prevail in the county. Several factors that might enter into the discussion of economic, social and topographic conditions have been omitted, because the writer feels that they do not relate to the educational part of this history. The writer has attempted to deal with only those matters that directly affect education. Second, the writer has attempted to present the facts in relation to the early schools, the early teachers, the early textbooks, anecdotes and other miscellaneous items. The writer has also attempted to bring these items up to the present time. Third, the writer has attempted to give a complete history of the early school officials such as the county superintendent, the trustees of the townships, the county attendance officer, the county board of education and the advisory board of the townships. An attempt has also been made to give the most important duties and powers of these officers and to show their value and relationship to the schools of Pike County. An attempt has been made to show that what the schools of Pike County are today is a result of the supervision and administration of these officers. Fourth, the writer has attempted to show the relationship between the wealth of the county and the

finances of the schools. An attempt has been made to make a study of the cost of the schools for different periods since 1860 and to justify the rising expenditures.

In gathering data for this thesis, the writer has used several means. Most of the material in this thesis is based upon reading. Several texts have been of great value. A few histories of Indiana have been written which have been of untold value. A history of Pike County has been used as a basis for some of the data. The reports of the state superintendent of public instruction have been used to great advantage. Personal letters and interviews have aided greatly in obtaining material. The older people of the county have given the writer many important facts, some of which could not be presented. Much interesting material from the older people of the county had to be discarded, due to conflicting opinions. Some of the data are taken from the writer's personal observation. Several of the county officials and newspaper editors have given the writer much data and assistance.

The writer wishes to express his gratitude and thanks to Dr. Fred E. Brengle for the invaluable help and advice given him throughout the duration of this study. For many helpful suggestions and criticisms, the writer is very grateful to Dr. J. R. Shannon, who very courteously assisted him. The writer also expresses his deep appreciation to Professor E. E. Ramsey for his many helpful suggestions and aids. To the writer's father he is also indebted for many suggestions and much information in regard to county school history. To the county

superintendent and the many school principals of Pike County he owes a debt of gratitude for much information. The writer wishes to express his thanks and appreciation to J. W. Bosse, head of the statistical department of the state of Indiana, and to other state officials for their courteous treatment and aid shown him while gathering data in the State House. The writer also wishes to express his debt of gratitude to a few of the old people of the county for much valuable information which has aided in the completion of this study.

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KNOX

DAVIESS

CLAY

MADISON

WASHINGTON

JEFFERSON

LOGAN

PATOKA

MARION

MONROE

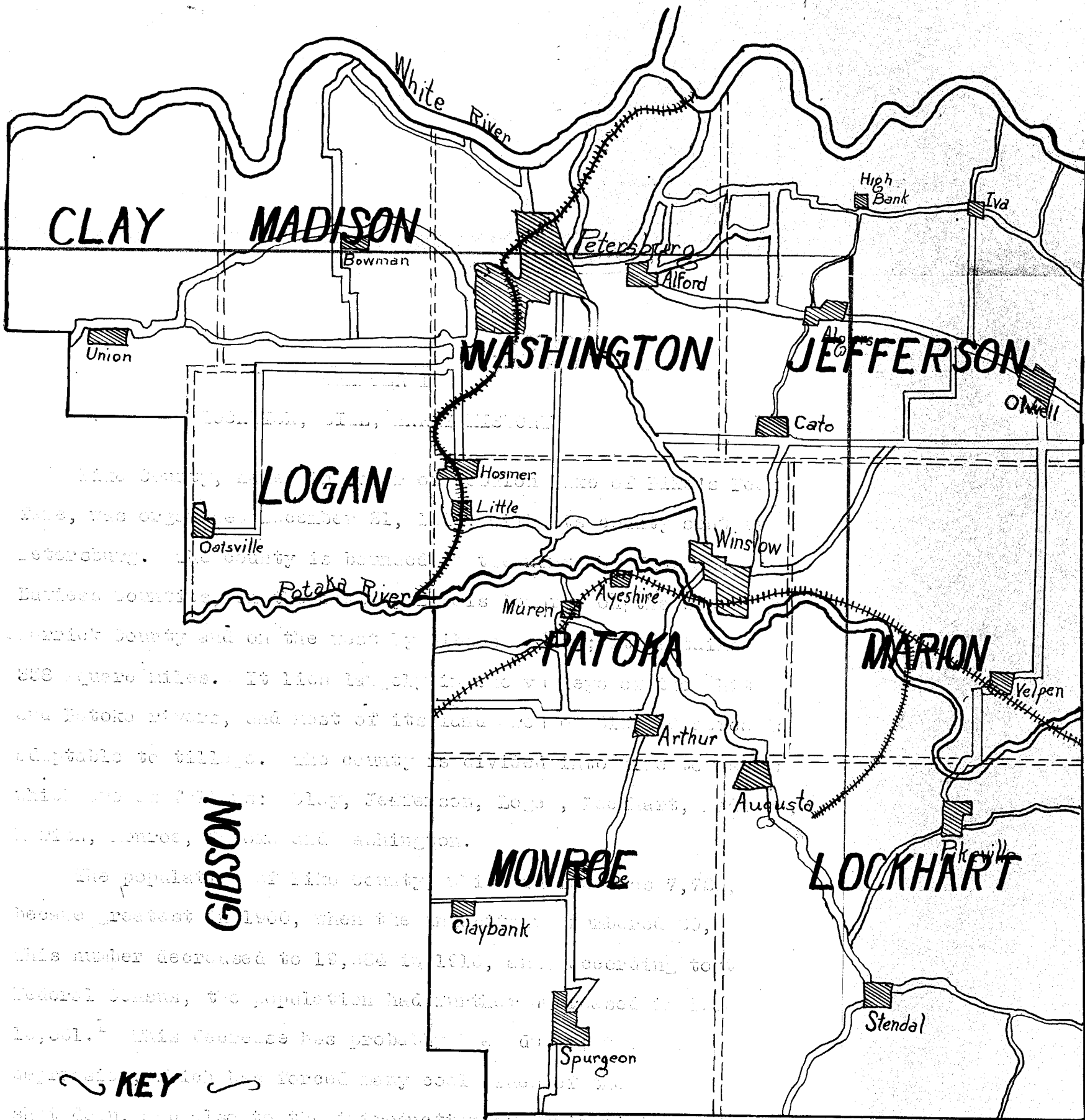
LOCKHART

GIBSON

DUBOIS

WARRICK

PIKE COUNTY



KEY

Improved Roads

Railroads

Towns

the loss, tends to the city where wages and opportunities have been much more attractive.

Population statistics, first census, Indiana, U. S. Department of Commerce, Bureau of the Census (U. S. Printing Office, 1930), p. 11.

State author's own collection.

CHAPTER I

LOCATION, SIZE, EARLY HISTORY

Pike County, named in honor of Zebulon Pike of Pike's Peak fame, was organized December 21, 1817, with its county seat at Petersburg. The county is bounded on the north by Knox and Daviess Counties, on the east by Dubois County, on the south by Warrick County and on the west by Gibson County; it contains 338 square miles. It lies largely in the valleys of the White and Patoka rivers, and most of its land area of 216,320 acres is adaptable to tillage. The county is divided into nine townships which are as follows: Clay, Jefferson, Logan, Lockhart, Madison, Marion, Monroe, Patoka and Washington.

The population of Pike County, which in 1850 was 7,720, became greatest in 1900, when the inhabitants numbered 20,486. This number decreased to 19,684 in 1910, and, according to the Federal Census, the population had further decreased in 1930 to 16,361.¹ This decrease has probably been due to the economic depression, which has forced many coal mines of the county to shut down, and also to the introduction of strip mining, with its modern machinery, which has caused an exodus to other parts of the state and to other states where shaft mining is still in existence. Much of this loss has also been due to the exodus of the farm hands to the city where wages and conveniences have been much more attractive.²

¹Population Bulletin, First Series, Indiana, U. S. Department of Commerce, Bureau of the Census, (U. S. Government Printing Office, 1930), p. 19.

²The Author's own observation.

The early settlements of Pike County were made up of people from several different states.³ The states from which most of the county's population came are as follows: North Carolina, South Carolina, Virginia, Pennsylvania, Kentucky, Illinois, Ohio, and New York.

The first settlement of Pike County was made at White Oak Springs by Woolsey Pride in the year 1800. He was followed in 1802 by Henry Miley; the Coonrod and Tislow families in 1803; David Miley in 1804; Hosea Smith, in the spring of 1811, and in the fall, Charles and Ashbury Alexander and Jacob Chapple.⁴

When the trouble with the Indians began, in 1811, the above mentioned families erected a fort for protection, on the ground now occupied by the steam flouring mill in Petersburg. During the year 1812, Charles Risley and the Scallerhern and Walker families came to this fort for protection; after the war closed with the Indians, they remained in the county.⁵

In the year 1808, Thomas White settled in the southern part of the county. From this time until the beginning of the year 1813, the following people came to the settlement: Joseph Davidson, Sebastian Conger, the Frederick and Crow families and Frederick Coats.⁶

³A personal interview by the author with Mrs. Cassander Kime, an old settler, November 21, 1932.

⁴Emmerson and Wheatley, History of Pike and Dubois Counties (Chicago: Goodspeed Bros. and Co.), p. 251.

⁵Ibid., p. 251.

⁶Pike County Democrat (August 2, 1901).

The settlement at Highbanks was commenced in the year 1813. Woolsey Pride left White Oak Springs in company with his brother William, who came to the county in 1813, and located at Highbanks. They were followed, in 1816, by Ebenezer and John Case, Hamilton and Alexander McCain, and in the year 1817, by William and Charles Hargrave.⁷

In the year 1816, the following persons settled in the vicinity of Petersburg: James Brenton, Peter Brenton, Thomas Case, Thomas Mead, John Flinn, Moses Harrell, and the Gaiter family. Before the close of the year 1816, John McIntire and Thomas C. Stewart were settled here.⁸

David, Aaron, Adam and Edward Corn; Comford, Saul, and Hugh Brewster; Benjamin and Warner Ashley; and James Burdits organized the territory south of the Patoka in 1816. The above were the only settlements in the county at the time of its organization, in the year 1817.⁹

In 1818 the Methodists organized a congregation a few miles south of the present locality of Petersburg. Their first camp meeting was held at White Oak Springs three years after their organization. Elders Webber and Miller were their earliest ministers. In 1821 the Cumberland Presbyterians organized a church of which the Reverend John M. Berry was pastor. In the same year the Baptists effected a church organization and the Reverend John Alman served as minister. In 1837, nineteen years

⁷Pike County Democrat (July 26, 1901).

⁸Idem.

⁹Idem.

after the first congregation was organized, a "house of worship" was erected at the county seat.¹⁰

The pioneer mills of the county were erected in 1818 by Mr. Pea and Henry Miller. The former's mill stood a short distance south of the county seat. Four years afterwards a cotton gin was built by James McEwen, the cotton industry at that time justifying the enterprise. In 1821 a distillery was erected in Petersburg by a Mr. Howard, and in 1830 a carding machine was built by James Drenton. The early mechanics were Thomas Jefferies and James McEwen, blacksmiths, and James Campbell, cabinet maker. The first store in the county was opened in 1818-1819 by Willis C. Osborn and Major McIntire.¹¹

In the early days of Pike County it was the custom for the bride and groom, soon after the ceremony, to meet in a suitable locality, accompanied by the guests, to witness a race between two sturdy pioneers for a bottle of whiskey. The winner had the privilege of sharing it with the happy couple. Because of the number of marriages taking place in the year 1817, this must have been a seasonable year for such occurrences. The following persons were the first to venture on the sea of matrimony: Ephriam McLean and Jane Balgrave, married March 2, and in a few hours afterwards Hiram Kinney and Hannah Goodwin. Before the close of the year there were twelve other couples united; they were Adam Hope and Sally Crozier, David Miley and Nancy McNanis,

¹⁰Pike County Democrat (September 13, 1901).

¹¹Idem.

James Balgrave and Peggy Curry, Thomas Mills and Rhoda Lindley, James Poor and Juliet Williams, Job Weace and Rachel Harbinson, B. Twitty and Rebeckah Brittan, Peter Wolf and Mary Frederick, Samuel Kinman and Cary Love Traylo, Thomas Alford and Priscilla Williams, and Ebenezer Case and Elizabeth McBride.¹²

The Circuit Court convened in April, 1817. At this session the grand jury was composed of the following gentlemen: Thomas Withers, foreman; Isaac Alexander, John Butler, Edward Woods, Jacob Harbinson, William Shook, William McDonald, Hugh Rodman, Abraham Reece, James Lindley, John Coonrod, Henry Miley, Peter Brenton, Archibal Campbell, and Moses Harrell. The first indictment was recorded April 15, 1817, against Willis Boone, who was charged with Assault and Battery.¹³

The county officers elected in the year 1817 were the following: John McIntire, clerk and recorder; David Miley, treasurer; Adam Hope, sheriff; George R. C. Sullivan, prosecutor; and John Johnson, county agent. The board of county commissioners was composed of the following persons: Paul Tislow, James Campbell and Harrison Balgrave. William Prince was presiding judge, and Henry Brenton and Arthur Harbinson were his associates. Hosea Smith was the first surveyor of the plot of ground designated as the county seat. The first deed or record for land recorded in Pike County is for lot number 87, made by the County Agent to Willis Osborne, and recorded

¹²Illustrated Historical Atlas of the State of Indiana (Basken Forster Co., Indianapolis, 1876), pp. 186-187.

¹³Pike County Democrat (July 5, 1901).

September 18, 1817. The first attorneys admitted to practice law in the court were Thomas Blake, David Hart, Richard Daniels, Jacob Call, Nathaniel Huntington and Henry Osborne. The first probate court of Pike County convened at the house of Hosea Smith, November 3, 1817.¹⁴

The first courthouse in Pike County was a two-story log building, built at the county seat on the east side of the public square in 1817. This building was used until 1834 when a two-story brick building was erected on the public square. The brick work on the courthouse was performed by George H. Proffit, the old member of Congress from this part of the state. The third courthouse was built in 1868. It was a very commodious two-story brick building, costing \$35,000. This building was replaced by the present building in 1922. The first county jail, built in 1817, was twenty feet square. It was later replaced by a double log building in 1840. The third jail, which included the sheriff's residence, was built in 1856, costing \$6,000. The present jail was erected in the place of this one in the year 1894. The Poor Farm, situated four and one-half miles southeast of Petersburg, contains one hundred and twenty-five acres.¹⁵

Petersburg was incorporated as a town in 1855. It became a fifth class city in 1924.¹⁶ Winslow, founded in 1837, has since become incorporated. Otwell was founded in 1855; Highbanks

¹⁴Pike County Democrat (July 5, 1901).

¹⁵Ibid. (August 23, 1901).

¹⁶An interview by the author with Mr. Lawrence Colvin, Clerk of the city of Petersburg, February 28, 1933.

in 1857; Alford in 1856; Pikeville in 1859; Hosmer in 1854; Stendal in 1869; Pleasantville, now Spurgeon, in 1860; Arcadia in 1869; Union Town in 1867; and Algiers City in 1868.¹⁷

The first Pike County Paper, known as the Patriarch, was printed in 1854 by Mr. John Evans. Space does not permit a complete history of this newspaper. The Pike County Democrat, as it was known, was established by George Emeck in 1869. The Old Democrat was established in 1857 by Samuel Upton.¹⁸ The county now has four newspapers: the Petersburg Press, the Pike County Democrat, the Winslow Dispatch and the Otwell Star.

The decade of the fifties was one of the most prosperous in the earlier history of the county. The building of the Wabash and Erie Canal brought large numbers of laborers into the town of Petersburg, and by the completion of this canal Petersburg was made one of the best shipping points in Southern Indiana. A number of warehouses were built and pork-packing became an important industry, while all kinds of produce were shipped in large quantities.¹⁹

No attempt has been made to give a complete history of the county or to follow up the facts relating to each event. The purpose of this chapter has been to give briefly the facts of the early history and show the relationship of the early settlers to the growth of the county and their influence upon later generations. The settlement of Pike County has been similar to

¹⁷Pike County Democrat (August 23, 1901).

¹⁸Idem.

¹⁹Idem.

that of other counties in the hills of Southern Indiana. Pike County has not lacked in resources or a favorable climate. It has had men and women of prominence who laid the foundation for the prosperity which it has experienced in the last few decades. An attempt will be made in a later chapter to show the influence of these early settlers or pioneers.

CHAPTER II

HISTORY AND ORGANIZATION OF SCHOOLS

The early schools of Pike County were in some respects similar to those of other counties, but it would not be fair to the development of this subject if some of the fundamental historic facts were not mentioned. This chapter will deal with the development of the schools from the very beginning to the present time, including such factors as the first schools, teachers, early school patrons, funds for the maintenance of schools, discipline, Blythe Wood Academy, high schools and the present organization.

The early schools of Patoka Township were taught in crude, round log, buildings. There were no windows; a large fireplace, usually in the center of the building, furnished heat; a plank placed against the wall served for a writing desk; split logs were used for benches; and the floor was of puncheon. Goose quill pens were used for writing. These early schools were known as "pay schools" in which the teacher or master, as he was called then, charged each pupil \$1.25 for a term of sixty-five days. The teacher had no board to pay; he usually "boarded around" with the patrons of the school.¹

Thomas English, from Vermont, was the first to teach in a school of this kind in Patoka Township. The school was

¹Emmerson and Wheatley, History of Pike and Dubois Counties (Chicago: Goodspeed Bros. and Co.), pp. 357-358.

located in the Ashby neighborhood, between Arthur and Augusta, and opened in the year 1844. The larger boys and girls usually studied their arithmetic out of doors. Ira J. Burch was another one of the early teachers in this township.

C. C. Winfrey, who later taught a "pay school" at the old "Burch school house," was considered an excellent teacher. He liked to play with the children, one of his favorite games being "walking a race," in which he would walk while any or all of the pupils ran. "When standing in the natural position, Mr. Winfrey was about six feet tall; when walking fast he seemed only about four. He would call the pupils in by knocking on the door of the school house with his knife and shouting, 'Books in! Books in!'"² Mr. Winfrey allowed fifteen minutes for the pupils to get their spelling lesson; they did this by studying aloud. Much confusion resulted from this method of study.³

Thirty days was the length of the first free schools for the teaching of which the teachers received a dollar per day. "Boarding around" was still common, but if teachers did pay their board, it was not more than thirty cents per week. The first free school in Patoka township was taught by W. J. Grimes. His license was issued for four months, permitting him to teach reading, writing, spelling, and arithmetic to the "rule of three." Other teachers in this township who seemed to have

²Emmerson and Wheatley, op. cit., p. 358.

³Idem.

much success were William Ivy, John D. Grimes, Lottie Greene, Mattie Edmunson, Byron Brenton, R. W. Hurt and Cicero Agee.⁴

In the year 1833 the first schoolhouse was built in Lockhart Township. This was twenty years before it became separated from Monroe Township. The schoolhouse was very poorly situated, being located on a point of land close to Beaden's Creek, which overflowed its banks during a heavy rain. At that time the roads or traces, as they were called, followed watercourses to a large extent. The school building was halfway between two settlements which the road connected; so it proved to be very conveniently located for the pupils who attended. The schoolhouse was sixteen by eighteen feet, built of round logs and just high enough for a man to stand straight, under the eaves. It had a dirt floor, no fireplace, and a roof kept on by heavy poles. School was held only in the fall of the year; so the cracks of the walls were not chinked or daubed, and there was no necessity for windows. The door was made of clapboards and swung on wooden hinges, causing a loud noise when opened and shut. The writing desk was made from a twelve by fourteen plank found in the Patoka river. Pegs were driven in holes made in the wall, and upon these the board was placed. Three or four days' work by the patrons was needed to erect this rude structure. There were between twenty and thirty pupils coming from different parts of the township. Beaden Davis, the first school teacher, received from \$50 to \$60 per term in the early schools. Mr. Davis was also a patron,

⁴Emmerson and Wheatley, op. cit., p. 359.

having a large family of children, all of whom were girls. He knew well how to use the rod when it became necessary. He was very good in telling stories, usually acting out all the parts. Later he became a Methodist preacher. He was a good singer and very sympathetic in song and conversation, the tears flowing rapidly down his cheeks when singing or telling an emotional story. He was a good, quiet, inoffensive man, who lived to be eighty years of age.⁵

The first schoolhouse in what is now Logan Township, for Logan was a part of Madison Township until 1846, was built in the year 1830, being erected by the citizens of that township. It was about the size of a "smoke house." It was built of split logs and had no floor, chimney or door; poles were used to bar the entrance at night. The cracks were not chinked or daubed, split poles with legs were placed around the walls for seats, and a puncheon on one side of the room was used for a writing desk. Three or four men could have built such a structure in a day. James Atkinson taught the first and only term in this building in July, August, and September, 1830. To the intense delight of the pupils, Mr. Atkinson's hogs, being of a friendly nature, followed him to school one day and had to be whipped out several times before he was able to "keep" school. On another occasion a young man's sweetheart, with several other young ladies, visited school. In order to hide his big bare feet from her, he thrust them out through a crack in the wall. At another time while the teacher was

⁵Emmerson and Wheatley, op. cit., p. 359.

hearing a recitation, a little girl noticed three deer feeding near the house and told her brother, (it was the custom then for the teacher and boys to carry guns to school) who put his gun out through a crack to shoot. The teacher by this time had noticed the deer and was also attempting to get his old flint lock gun to shoot. The boy's gun went off suddenly and one of the deer fell dead. "The young man's sister exclaimed, 'Ma said this morning we'd have fresh meat because the pot burned.'"

The first crude building was replaced by a better one in 1832, by citizens of the township, prominent among whom were Reverend C. Johnson, Joseph Woodry and Michael Kime. It became known as the Kime schoolhouse. This was a much better building, having a chimney and a door. The chimney was built of sticks and mud and rested upon a log which extended across the room about five feet above the ground. The fire was built on the ground and the smoke had to rise and pass out through the chimney above. William Campbell taught the first school in this building, and another was taught in 1834 by Henry Borders. He received \$1.50 per term per pupil and board. Before school opened, the patrons met and sold him out to board to the lowest bidder at fifty cents per week. Mr. Borders taught eight hours per day.⁶

The schools at this time being supported by the patrons, the teacher had to agree to teach reading, writing and arithmetic to the "rule of three." The pupils recited separately

⁶Emmerson and Wheatley, op. cit., p. 360.

and in the order in which they arrived in the morning, resulting in a new program each day. "It is remembered that, in 1840, one teacher was severely criticized for introducing a scheme whereby a large part of the school was taught at once, i. e. in a class. It was argued that classification could not be too severely condemned since it held back the bright ones with the dull ones."⁷

Since the American Revolution and up until 1840 the terms elementary school and ungraded district school meant the same. Grading was introduced in the latter part of the nineteenth century and became fixed at eight years. Before this time, the length of the elementary school was usually determined by circumstances, such as the ability of the teacher to teach subjects beyond those usually offered, the distance of the school from the homes of the pupils, and the ability of the district to support such a school. Increasing of the elementary school period was brought about by the adoption of grading and improvement of economic conditions, and this has called for an enrichment in instructional materials. New subjects have now been introduced, such as history, geography, civics, drawing, music, and nature study. Because of an increase in population and by means of civic improvements such as hard roads and improved methods of transportation, re-organization and school consolidation have been facilitated. The traditional or regular organization of the elementary school consisted of a group of classrooms with a teacher for

⁷Emmerson and Wheatley, op. cit., Chap. IV, p. 360.

each room who accepted responsibility for the complete education of the group of pupils assigned to the room. Pupils have been graded since 1870 and courses planned for them. Group instruction was offered and promotion made by grades. Pupils who failed had to repeat the grade unless conditioned. Failures were numerous and retardation resulted, which caused the cost of education to increase.⁸

Because many different texts were used in the early schools, as we know, there could be no uniformity. Some of the books used in reading were: Introduction to The English Reader, The English Reader, New and Old Testament, American Preceptor, Peter Parley's Readers, Cousin Alice's Stories, Swiss Family Robinson, and Baron Muchansen.⁹

A new era was begun in the county by the act of 1837 which provided for free public schools. Henry Borders was the first person to teach in this county under the free system. A schoolhouse was erected on the farm of Garbison and Masters where Mr. Borders taught a term of sixty-five days for fifty dollars. James Crow taught at the Kime schoolhouse in 1836; John Alexander was the schoolmaster at Olive Branch schoolhouse in 1853, and afterwards at the Bailey schoolhouse, which was the first frame schoolhouse in Logan Township.¹⁰

⁸William C. Reavis, Paul R. Pierce, Edward H. Stullken, The Elementary School (University of Chicago Press, Chicago, 1931), pp. 1-6.

⁹Emmerson and Wheatley, op. cit., p. 360.

¹⁰Ibid., p. 361.

In 1859 Louis Wilson became trustee. This office he held for twelve years. Frame buildings took the place of log ones, and maps, charts, globes and blackboards were introduced. Mr. Wilson, being a diligent student and at one time a teacher, would visit the schools and give lectures and in many other ways aided in the growth and development of the schools in this township. Other teachers of prominence at this time and later were C. J. Agee, Joshua Wilson, S. W. Stewart and Joseph Borders.¹¹

Clay and Madison townships have had about the same history as the townships discussed, but instead of log houses and old residences serving as school buildings, they had frame and brick houses furnished with bells, dictionaries, globes, maps, blackboards, etc. The eight common branches of school were soon introduced. The pupils on completing this common school course were given a diploma which was signed by the trustee and county superintendent. The teachers became more competent year after year. In 1884-1885 the average wage per day was \$2. In 1848 when a vote was taken at the general election on the question of a constitutional amendment establishing the free school system, the vote in Logan Township stood fifty-two "for" and seventy-two "against." The vote in Clay Township at the same time stood thirty-seven "for" and sixty-five "against." Yet these townships have progressed along with the rest of the townships of the county and the state.¹²

¹¹Emmerson and Wheatley, op. cit., p. 360.

¹²Idem.

We of today have a tendency to scoff at the methods of instruction, at the textbooks used, at the discipline, at the hours of study, at the equipment, and at the dress and habits of those who attended these early schools, and to marvel that our forefathers knew anything at all. Nevertheless, many of those who grew up in such an environment surpassed many of the students of today who have had countless opportunities that our forefathers did not have.¹³

The settlers of Jefferson Township in clearing the forests and making new homes were also preparing the way for establishing schools. Their problems were similar to those already discussed. Their first schools were taught in rude cabins or improvised buildings suitable for the occasion. The Taylor schoolhouse, built by the citizens of the community, was probably the first school established in this township. A Scotchman by the name of John Graham was the first teacher. Sunup till sundown were the hours for this school. The first pupil to arrive in the morning was the first to recite, continuing thus until all had recited. The teacher "boarded around" and received from \$1.50 to \$2 per pupil, per term. Sometimes his pay consisted of food or clothing. School held in a Baptist Church which stood near the Longbranch and Highbanks road was taught for a time by Samuel Hargrave. John Sawyer was the first to teach in the schoolhouse which was built near the store of White Chappell. In 1840 John Adridge taught school in this township. Other

¹³Emmerson and Wheatley, op. cit., p. 361.

teachers of this township mentioned were Aaron McCarty and Elizabeth Preston, the latter teaching the first school in the town of Otwell. In 1848 the vote for the constitutional amendment favoring free schools in Jefferson Township stood twelve "for" and one hundred and seventy "against." Free schools were something new or revolutionary to the people of that day; consequently it is only natural that the people hesitated and voted against them.¹⁴

1820 was the year in which the first school was established in Monroe Township. This was also the same year in which the township was laid off by John Ferguson, the father of Reverend James Ferguson and John Ferguson. The schoolhouse was a small log cabin. A man by the name of Clark was probably the first teacher of this small school. Another school, near Spurgeon, was taught by John M. Grant in 1839. He taught what was then considered the fundamental subjects: arithmetic, reading, writing, and spelling. He was very proficient in spelling and required his pupils to give most of their attention to this subject. They studied aloud and the one who could make the most noise studying spelling was considered the best scholar. Mr. Grant believed that to spare the rod was to spoil the child. For this reason he was not liked by the students. A man by the name of Conrad Coleman, who taught in the Blackfoot community, was considered an excellent teacher. Wesley Hopkins was also considered a good teacher, but he would get drunk whenever he had

¹⁴Emmerson and Wheatley, op. cit., p. 362.

the chance. He very frequently visited the Cutwright distillery, which was near the schoolhouse; consequently the boys and girls did as they pleased the rest of the day. An Englishman by the name of Charles F. Elwin taught several terms in this township. Mr. Elwin was well educated and considered a very good teacher. He wrote an excellent hand and was very good in debating. The vote in Monroe Township for free schools in the year 1848 stood twenty-seven "for" and eighty-one "against."¹⁵

The first school in Washington Township was taught by a man by the name of Tuntotle. The double rule of three, now known as compound proportion, was first taught by him. He was considered a good teacher, but he did not always line up with the educators of that time. Other teachers who taught in the schools of this township before the common schools were introduced were Mrs. Sarah Finn, Mrs. Rebecca Finn, William Withers, John McIntire and William Davenport. Mr. Davenport taught in this township after the common schools were established, or about 1816, when the state was admitted into the union. In this township a man named Thomas English taught a private school which became known as the Thomas English school. Mr. English had high social qualities and a likable disposition, but that was about all that could be said in his favor.

"His teaching was neither an art nor a science

He was skilled to rule,

¹⁵Emmerson and Wheatley, op. cit., p. 362.

and rule

and who learned a small amount of business geography.

was all there was to

David, the son of the schoolmaster.

his little school."¹⁶

All that he knew and taught was bound up in the "old blue back" Webster Elementary Spelling Book. Spelling and reading both are found in this book, but spelling was the only subject upon which stress was laid.

The pupils recited one at a time; the first one there was the first to be heard, and thus until all had recited. It is told that on one occasion a small girl, when going to school, saw a larger and much older girl in the distance; both started to run to reach the school first. The small girl reached the building first. On opening the school, Mr. English called for the first to recite. These two girls came forward, each with her book in her hand ready to recite. The larger girl convinced the teacher that she had arrived first, and, of course, she was permitted to recite before the smaller girl. The little girl's larger sister, angry at the teacher's decision, spent the rest of the day making "faces" at the girl who had prevented her sister from reciting first; such was the discipline of Thomas English's school.¹⁷ Because of the poor methods used by the teachers, the humble school buildings, the lack of uniform textbooks, the lack of equipment, the long distance to school, and the short terms, there were few who learned to read, write and spell

¹⁶Emmerson and Wheatley, op. cit., p. 363.

¹⁷Idem.

and who learned a small amount of business transaction. David Miley was one of the few who can be mentioned. He was qualified to hold every county office and was auditor at the time of his death. Other teachers who taught after the public schools were introduced were William Davenport and John McIntire. Mr. Davenport became the surveyor of the county after he quit teaching. Mr. McIntire came from Shawneetown, Illinois, to Petersburg. During his life he held every county office and also found time to teach school six hours a day, and, at that, his compensation was just enough for a very plain living.¹⁸

The school thought to have been the first taught in the city of Petersburg was conducted by Judge Sawyer in 1820. He came from New York and settled in this county near Petersburg. The school was a small frame building located on main street. Mr. Sawyer's first term of school lasted three months. In order that his own children might attend, he accepted this position. John McIntire, mentioned above, who was the next teacher, conducted school in the old courthouse. As has been said, he held every county office and continued in public service for thirty-seven years. Others who should be mentioned as teachers in this community were Samuel Kelley, J. S. English, a Vermonter, and H. D. Onyett, who was also a Presbyterian minister.¹⁹

¹⁸Emmerson and Wheatley, op. cit., p 364.

¹⁹Idem.

In the spring of 1854 Blythe Wood Academy, as it was named, after Mrs. Anna Blythe Hendricks, was established in Petersburg. Reverend A. T. Hendricks became pastor of the Presbyterian Church at Petersburg and, feeling the need for more extended instruction, opened this school. Petersburg had no suitable building for this purpose, so Mr. Hendricks built and furnished a few rooms in connection with his residence. When the public schools were introduced in Petersburg, Blythe Wood closed after an existence of only fifteen years. The course of instruction at Blythe Wood included, besides the ABC's, such studies as higher mathematics, Latin and Greek. Much stress was also placed on the study of the Bible and each student had to furnish his desk with one. Corporal punishment was not used in this school. Dismissal was the form of government or punishment; consequently there were very few offenses.²⁰

In the fall of 1872 the graded school of Petersburg was ready for use. It was a brick building, costing \$13,250. The school had a course of twelve years, equaling the course of most cities of equal size. The high school of Petersburg was commissioned by the State Board of Education in March, 1884, to prepare students for the freshman class in the state university. Following is a list of men who served as superintendents of Petersburg school: A. M. Bryant, J. M. Wilson, W. D. McSwane, W. H. Link, A. C. Crouch, W. H. Foreman,

²⁰Emmerson and Wheatley, op. cit., p. 365.

Walter Treanor, E. W. Dunkin and J. B. Leas, who is the present superintendent.²¹

In the last sixty years much educational progress has been made in Washington Township. There is no comparison to be made of the last thirty years with those of the twenties and thirties. People in the twenties and thirties who were very sceptical regarding the benefits of public education would be much surprised if it were possible for them to view the present school systems, with their fine structures, modern equipment, well-trained teachers, eight, nine, and ten month terms and the thousands of dollars spent for instruction and upkeep. Washington Township now maintains eleven one-room rural, and two two-room rural schools. Petersburg school is not under the jurisdiction of the township.

In 1878 the Petersburg high school graduated three students. In 1879 there were two graduates. There were no graduating classes in 1880, 1882, 1883, and 1889. The class of 1932, being the largest, had fifty-eight students.²² Under the direction of capable and well-trained teachers the school of Petersburg ranks well compared with the rest of the schools of the state. The teachers in the Petersburg school have received their training from various institutions, including such schools as Columbia University, Indiana University, Indiana State Teachers College, and Oakland City College. Many of the teachers have had several years of

²¹Pike County Democrat (May 27, 1932).

²²Idem.

teaching experience. Mr. L. C. Preston is the oldest teacher in the system. There are eight men and fifteen women in the faculty. Most of the teachers in the grades are hired from the local community and a few have means of support besides their salary from teaching. The high school teachers are hired from various places. Many of the teachers live at home, making it easier for them to preserve some of their meager earnings.

The present high school building was built on the same site of the building erected in 1872. It was erected in 1907 and houses both grade and high school students. A gymnasium was added to the building in 1925. This addition not only serves the children of the school but serves the people of the community and county as well. Basket ball tournaments, county club work meetings, political meetings, and teachers institutes have been held in this gymnasium, to great advantage. The present building is amply large for the present enrollment. The school of Petersburg receives students from neighboring townships, both in the grades and high school. (Since Petersburg high school received its commission in 1884, the State Board of Education has a different classification for the high schools of Indiana.)²³ Petersburg High School is now classed as a second grade commissioned high school (6-6 Commission, 1926-1928). No school busses are used to transport the students to and from school. Most of the students, however, either live in town or near enough that the school is conveniently accessible.

²³ Directory of Indiana School Officials (1929), p. 192.

Mr. C. D. Manhart, the present principal of Petersburg high school, received his A. B. Degree from Indiana State Teachers College and his A. M. Degree from Columbia University. He has introduced an elaborate extra-curricular activity program in the school. The school has a full club program of ten clubs, some of which are musical organizations, debating clubs, a student council, school paper, dramatic club, and athletic organizations. Football, basket ball and track are the athletics given the most attention. No other school in the county, and probably few of its size elsewhere, has an extra-curricular and guidance program organized as the Petersburg school.

Petersburg high school has graduated many men and women who have attained a fair success in life, but a few have been outstanding; namely, Honorable Walter E. Treador, present Chief Justice of the State of Indiana; Honorable Posey Kime, present judge of the Appellate court, State of Indiana; and W. B. Carleton of Booneville, Indiana.

The present economic conditions have to a great extent hampered the administration of the school of Petersburg as well as that of other schools in the county and state. Quoting from Mr. Manhart, "The public around here needs to believe more in free public education. This recent school tax-cutting business was in reality an attack upon public schools by those who do not have children and therefore do not believe that the general public should pay the cost. Our schools will be seriously impaired until we get our income back

up where we have the money to progress with, otherwise we will 'mark time.'"²⁴

Looking back into the history of the schools in Lockhart Township, as described above, and, contrasting the conditions then with the present situation, one can see many significant changes. Yet we dare not say that the present school system of this township or any other is so nearly perfect that no changes should be made. There are many improvements that can and should be made. Because of the present economic status, these changes will be long in materializing.

The teaching force of this township is made up of men and women who have had excellent training. Indiana University and Oakland City College have contributed in their training. The township has eleven teachers, all of whom are hired from the local community. The township not only furnishes its own teachers, but many teachers whose homes are in this township are teaching in other parts of the state and in other states. Those who have chosen teaching for their profession, at the present time, depend nearly altogether upon teaching for their living.²⁵

Lockhart Township has four rural schools, two of them being two-room schools. The high school is located in the town of Stendal, it being the largest town in the township. The high school was certified in the year 1912 but was not

²⁴Letter to Author from C. D. Manhart, Principal of Petersburg High School (January 16, 1933).

²⁵Letter to Author from W. L. Bass, Principal of Stendal High School (January 12, 1932).

accredited until 1921.²⁶ Not having become a commissioned high school until 1923, it now ranks as a third class commissioned high school.²⁷ The building, a large frame one, was built in the year 1912. It houses the grade as well as the high school students. It has no gymnasium or assembly room, and, at the present time, is not large enough to take care of the present enrollment.²⁸ The high school receives students from other townships. Extra-curricular activities are not extensively carried on. Basket ball, junior and senior class plays and the regular academic school subjects make up the school program. Incidentally, Stendal High School has made itself known in the field of athletics by being crowned the basket ball champions of the county for two or three consecutive years. The school has also sent teams to two different regional basket ball tournaments.

Although the school system of this township does not have the equipment and programs that many modern systems have, yet it still shows a great advancement over the past. Lockhart Township, being one of the poorer townships of the county, has had to depend upon the state for several years for relief in maintaining its schools. The township has not been able in the last few years to maintain without the help of the state the standards to which all the schools of the state must conform.

²⁶Directory of Indiana School Officials (1929), p. 154.

²⁷W. L. Bass, op. cit. (January 12, 1933).

²⁸Idem.

William L. Bass, the present principal of Stendal High School, ranks with the best in the teaching profession. He received his training as a teacher in Indiana State Teachers College and Indiana University. He now holds his Master's degree from the above university, and has had twenty-three years of successful teaching experience in many different school systems. Besides Mr. Bass, many others of this township have gained considerable success in life; namely, Shelby Erwin, Clyde Ferguson, Nelson Stork, Curtis Ambrose, Perry McAllister, and Will McGlothlin.

Much progress has been made in the school system of Patoka Township since the free public schools superceded the "pay" schools. Patoka Township ranks next in size to Washington Township. Patoka Township now maintains twelve separate schools. Of these twelve schools, two are three-room rural, two are two-room rural, one is the town high school, and seven are one-room rural schools, one of which is a school for colored children.²⁹ This school is located in the small town of Ayrshire and is the only school for negroes in the county.

The high school and grade building is located in the town of Winslow and was built in the year of 1927.³⁰ It is a large brick building housing both the grades and the high school. The high school has no gymnasium but has the use of a community building in which part of the extra-curricular

²⁹ Letter to Author from Newton Thompson, Principal of Winslow High School (January 26, 1933).

³⁰ Idem.

activity program is carried out. The school became a certified high school in 1910. It is now classed as a continuous commission high school, having received its first commission in 1914.³¹

Of the thirty-three teachers in the township mentioned above, sixteen are used in the school at Winslow, nine in the grades, and seven in high school. Most of the teachers received their training at Oakland City College. Mr. Bryan Reed, Miss Gladys Cooper and Miss Ruth Bottom seem to be the outstanding teachers in the Winslow school.³² While most of the teachers are hired from the local community, a few have to be imported. Extension work is carried on through the winter by the teachers from Indiana University. Many attend school in the summer. The teaching profession requires continuous training, in order to keep abreast of the times, which in turn will give the students a much wider experience and training.

The extra-curricular activities carried on by Winslow high school include basket ball, junior and senior plays, debating team and a history society.

Mr. Newton Thompson, a native of Patoka Township, is the present principal of Winslow high school. He holds a degree from Oakland City College and has had ten years of teaching experience. He is a young man with a promising future. Others who have graduated from this high school and hold commanding

³¹Indiana School Directory, op. cit. (1928), p. 246.

³²Newton Thompson, op. cit. (January 26, 1933).

positions in life are Dr. Gordon Wilder of Muncie, Indiana; Dr. Miller of Winslow; and Mr. Nelson Littell, a lawyer in New York City.

The school system of Jefferson Township has experienced wonderful changes. Consolidation has taken place in the last few years, resulting in decreased expenditures and a more efficient school system. There are at the present writing, five schools, and two are town schools. The high school is maintained in Otwell. Until 1927 a three-year high school was maintained at Algiers, which at that time was consolidated with Otwell high school. The grades are still maintained at Algiers.³³

The present high school in Otwell is a large brick building, built in 1918 at a cost of \$32,000. It has no gymnasium in which to take care of the athletic program. An outside court is used by the basket ball team in practicing, but, of course, it can only be used during fair weather.

The high school received its first commission in 1909, and is now classed as a third class commissioned high school.³⁴

Both grades and high school in Otwell receive students from other townships. Students are brought in to the school on large busses. The present playground in Otwell is inadequate for all the students.

There are two teachers in the school at Otwell, five in the grades and five in high school. Algiers has three grade

³³Letter to Author from Raymond Tate, Principal of Otwell High School (January 7, 1933).

³⁴Indiana School Directory, op. cit. (1928), p. 188.

teachers since the high school has been moved and consolidated with Otwell. There are three teachers teaching in the rural schools of the township. Most of the teachers received their training at Oakland City College. Pallas Gray, Oscar Naab, and Lucy Craig seem to be the outstanding teachers of the system. All but one teacher depends upon the teaching profession for a living.³⁵

Otwell High School has an extensive extra-curricular program for a small system. Basket ball, baseball, music club, home economics club, science club, history club, and dramatics make up this program. One period per week set aside for chapel has proved very successful.

Mr. Raymond Tate is the present principal of Otwell High School. He holds a degree from Oakland City College and has attended Indiana University for several weeks. Mr. Tate is a native of the township and is a well trained and progressive teacher. Otwell High School has other distinguished graduates, many of whom have become doctors and teachers; namely, Dr. Cecil Craig, Dr. T. W. Abbott, Dr. John Whitehead, Dr. James McLaughlin, Dr. Earl O. Simons, Dr. H. C. Richardson, Dr. John McGregor, and Professor Leland M. Bauer.

Since the beginning of the tax supported schools, Monroe Township has made a wonderful advancement. It now maintains eight separate schools, seven of which are one-room rural, one two-room rural, and the high school and grades in the town of Spurgeon. Six school busses bring the students to this

³⁵

Raymond Tate, op. cit. (January 7, 1933).

school. Students in the schools of the past had to get to school the best way they could and usually had to help make the fires and keep them going throughout the day. As has been said above, the students had no conveniences whatever, just a log school building, usually having no windows, no door and no floor. A room having poor seats with no writing desk served as their study hall. Now the children are hauled in comfortable busses to a warm and well-lighted building with every modern convenience. It is sometimes doubtful whether we are so much more advanced now comparing the amount of knowledge acquired then and now, considering all the conveniences that we have today.

The high school building located in Spurgeon is a large brick structure with a very good gymnasium. The building was built in 1923. The enrollment has increased so much in the last few years that at present the building is not large enough to take care of all the students.³⁶ The bringing in of many new families by the strip mines has been one large factor in increasing the enrollment. The school was classified as a certified high school until it became an accredited high school in 1921 and in 1923 received its first commission.³⁷ It now ranks as a third class commissioned high school.

Eighteen teachers are used in the township, nine of whom are used in the school at Spurgeon, four in the grades,

³⁶Letter to Author from Cecil Coutts, Principal of Spurgeon High School (January 28, 1933).

³⁷Indiana School Directory, op. cit. (1928), p. 217.

and five in the high school. The remaining nine are used in the rural schools. Most of the teachers received their training at Oakland City College. Most of them are natives of the township. Extension work in the winter and summer schools is a means used for their advanced training. Most of them depend altogether upon teaching for a living; yet a few are farmers and put out small crops in the summer.³⁸

Besides the regular academic program in the high school at Spurgeon, athletics, debating, Latin clubs, mathematics clubs, and a science club make up the extra-curricular activities program.

Mr. Cecil Coutts is the present principal of Spurgeon High School. He is an intelligent, capable and well-trained young man, who holds a degree from Oakland City College and will soon complete his Master's degree at Indiana University. He is a native of the township and a brother to the present County Superintendent of Schools, Mr. Emery V. Coutts. Spurgeon High School has graduated many other distinguished gentlemen; namely, Otto France, Professor in Ohio State University; William Jordan, head of mathematics in Oakland City College; Elijah Jordan, Professor in Butler University; Walter Richardson, assistant professor in Michigan University; and Cleo France, professor in Muncie Normal.³⁹

Marion Township, having one of the smallest school systems in the county, supports four separate schools, three of which are rural schools. The high school building is located in

³⁸Cecil Coutts, op. cit. (January 28, 1933).

³⁹Idem.

the town of Velpen. The high school is a small brick building having no gymnasium, built in 1926. It was first a certified high school, later becoming accredited. Now it is a commissioned high school, having received its first commission in 1923.⁴⁰ It is a third grade commission which expires yearly. Since the enrollment in high school has never been very large, the building is large enough to take care of the present student body, which is thirty-nine in number.

There are only eight teachers in the township, three in the rural schools, two in the grades at Velpen, and three in the high school. They received their training at Oakland City College and are continuing their advanced training by taking extension work from Indiana University. They are natives of the township and depend upon teaching for their living.⁴¹

Athletics, dramatics, and glee club work make up the extra-curricular activities carried on in the high school.

Mr. John C. Corn is the present principal of Velpen high school. He has taught for twenty-eight years. He has had five years of college training and holds a degree from Oakland City College. The high school has supplied many teachers for the schools of the state and other professions; namely, Dr. Leroy B. Chambers, Carl Ferguson, chemist, Claud E. Chambers, Lillian Lindsey, Eleanor Green, Opal Davidson, and Hazel Dorsey, the last five being teachers.

⁴⁰Letter to Author from John C. Corn, Principal of Velpen High School (January 12, 1933).

⁴¹Idem.

At one time Clay Township maintained seven rural schools besides the town school in Union. Several places have been used for school buildings in Union. The present building, built in 1904, having an addition that was added to it in 1917, is a frame building, having no gymnasium. It was organized as a high school in 1904, became accredited in 1916, and received its first commission in 1923.⁴² The high school now has a third class commission, expiring yearly.

There are eight teachers in the township, two of whom teach in the two remaining rural schools and three in the grades at Union. The high school has three teachers in its faculty. The grade teachers in the township are natives of the township and two of the high school teachers are imported. Most of them received their training at Oakland City College, while one is a graduate of Indiana State Teachers College of Terre Haute. All of them depend upon teaching for a living.

Junior and senior class plays and athletics are the only extra-curricular activities carried with the regular academic program.

Some of the graduates of Union High School who have pursued a higher education are Dr. Harold Ropp of New Harmony, Indiana; Miss Melba Phillips, a graduate student in Leland Stanford University; Carl Frederick a teacher in Vienna, Illinois; Miss Mildred McAtee; Mrs. Melba Robling Weeler, and Mr. George Hornbrook.

⁴²Directory of Indiana School Officials (1929), p. 70.

Mention should be made of one distinguished gentleman who lives in the township, Mr. M. B. Thomas, an old school teacher who is now retired and living upon his meager pension from the Indiana State Teachers' Retirement Fund. Mr. Thomas was educated in the early rural schools of Clay Township. He had many difficulties to surmount in getting his education, the best to be attained locally at that time. He pursued his higher education in the early normal schools of the county and attended several weeks at the normal school located in Princeton, Indiana. Mr. Thomas was County Superintendent of Schools of Pike County for two terms, 1889 to 1893. His most distinguished service to education is his long service. He has an honorable record of fifty years of service. Not only has he taught in his native township but has been of great service to other counties in the state. At the time of his retirement he held one of the highest success grades in Gibson County. Although he was an old teacher and trained in the older schools of the state, he was very modern in his methods of teaching. He is still living and takes an active part in the field of education yet today.

Two townships of the county, Logan and Madison, do not maintain high schools. All the schools of these two townships are rural schools. Their graduates attend high school in other townships. Logan Township has six one-room rural schools while Madison Township has four one-room rural schools and one two-room school.

The teachers of both Logan and Madison townships received their training at Oakland City College. All the buildings are small, up-to-date, frame buildings, except one in Madison Township. It is a two-room, brick building, built in 1924 and located in the small town of Bowman.

Pike County schools, with a few exceptions, rank well with the rest of the schools in the southern part of the state.

School population* has increased since the compulsory school law became effective, thereby requiring more buildings, equipment and teachers. As a result of the modern school systems the students have many more chances for advancement than the students of the past. Many more subjects have been added to the curriculum; school terms have been increased; modern equipment has been introduced; teachers are better trained; textbooks have been improved; and many more improvements have added to their chances for advancement.

Until sometime in the early seventies the teachers of the county had no opportunity within the county to further their education or to improve their training as teachers. In fact, very few, if any, up to this time had any education above what the public schools afforded. Otwell was probably the first place in the county in which a normal school was taught. This was sometime in the early seventies. In a personal letter to the author from one of the old school teachers of the county, Mr. T. F. Craig of Otwell, Indiana, Mr. Craig says that Mr. Calvin DeBanter taught a normal at Otwell in

*According to reports of the State Superintendent of Public Instruction, school population in 1858 was 3,482, and in 1932, 4,804.

the early seventies and later at Ireland, Dubois County, which many of the teachers of this county attended. He says that another normal was taught in Otwell in the year 1875 and was held in the old M. E. Church of that town. A man by the name of Abe L. Case was the instructor.

In the spring of 1881 Professor N. C. Johnson organized a normal school for the training of teachers in the town of Stendal. There was an enrollment of forty-seven students. The organization of this normal school was the beginning of Spring normals in Pike County. It was a very successful school, all attendants being there for work. The term was twelve weeks in length. Two or three more terms were taught at this place by the same instructors. The success was such that the idea spread, and in the year 1882 Professor John D. Grimes taught three very successful normal terms at Union, Pike County, Indiana. He was followed by Lawrence Mount, D. Q. Chappell, M. B. Thomas and Wesley Strickland.⁴³

Professor Grimes taught three or four very successful normals at Winslow, Pike County, from 1884 to 1889. These independent normals did a great deal toward stimulating the educational interests of the people in general of Pike County. All of the instructors were enthusiastic, wide-awake teachers who did their work well. However, the colleges began to draw from these normals and they finally ceased to exist; yet they had a very uplifting place in the public schools of Pike County.⁴⁴

⁴³A personal interview with the Author's father (January 16, 1933).

⁴⁴Idem.

In 1889 M. B. Thomas was elected County Superintendent of Pike County. He started the schools on a higher plane by employing the strongest men available as institute instructors, such as Professor R. G. Boone of Indiana University, Professor L. J. Craig of Purdue University, Professor M. C. Johnson of Lebanon, Ohio, Professors W. J. Boyd and J. M. Black of Princeton. Mr. Black was selected as public school music instructor in order to introduce public school music into the schools. This was one of the first efforts made in that line in Southern Indiana and proved to be a great success, under the leadership of Professor Black. This work spread fast and is now a regular curriculum subject.⁴⁵

Quoting from the Report of Public Education in Indiana,⁴⁶ a description of the rural schools of Indiana is given which fits so well some of the rural school buildings and conditions of Pike county at the present time that it will be quoted verbatim. "Many of the rural schools are located in the open country. Some are new buildings while most of them are rather old. Many are box like frame structures which have, in the main, but one room. Cloak rooms and other additional rooms are rarely provided. In all essential respects they are alike and almost all bad. The great majority of them would be condemned if inspected by the state board of health. Some of these buildings rest on

⁴⁵ M. B. Thomas, op. cit. (January 16, 1933).

⁴⁶ Public Education in Indiana, report of the Indiana Education Survey Commission (General Education Board: New York, 1923), pp. 78-79.

substantial foundations, while some rest on stone pillars without underpinning. Some are lighted from one side only while a few are lighted from two and three sides. Most all have been painted but are in poor condition. Roofs leak in many cases, the weather boarding is missing here and there, doors are broken, knobs gone, window panes broken, walls stained, and floors uneven and sometimes large cracks are found.

"Most of the old frame school houses have been plastered and undecorated. The walls are covered with dust and soot. Since a few have no cloak rooms the children's wraps are hung on the classroom walls, an unsightly as well as an unwholesome practice. Almost all are heated by upright stoves. Coal is the common fuel and the fire is usually well managed; but nothing can take the place in a one-room rural school of some kind of modern heater, which if properly tended, will insure proper ventilation and uniform heat.

"They are equipped with slate or composition blackboards, with all kinds and sizes of desks. They are also furnished with a teacher's desk and chair, and with some sort of a book case; the school library usually consists of fifty to a hundred well worn books, chiefly popular in character. Drinking water is generally kept in an open pail or pumped as needed; some use springs or old wells, while others have to carry their water a long distance. Almost all have outside toilets, one for boys, and one for girls; these toilets are

generally improperly placed, are in poor repair, and are, as a rule, so ill kept and so filthy as to be a menace to the health and morals of the children. Janitor service is usually done by one or two of the students or by some parent close by and is usually very poorly done. The grounds of the one-teacher schools are very small, usually half an acre."

The above description fits well many schools of this county, but it can not be said of all. In Marion and Lockhart Townships where the state has come to their relief in the support of schools, the buildings are in much better condition.⁴⁷

Following is a typical program in the one-room rural school of this county. As one can see by this program, the

TIME	GRADE	SUBJECT
8:30- 8:40		Study and Opening Exercise
8:40- 8:50	1	Numbers
8:50- 9:05	3	Arithmetic
9:05- 9:15	4	"
9:15- 9:30	5	"
9:30- 9:40	6	"
9:40- 9:55	7	"
9:55-10:15	8	"
10:15-10:30		Recess
10:30-10:45	3-4	Geography
10:45-11:00	5-6	"
11:00-11:15	7-8	"
11:15-11:25	1	Reading
11:25-11:40	4-5	Hygiene, Thursday and Friday
	6-7-8	" , Monday, Tuesday and
11:40-12:00	All	Spelling (Wednesday)
12:00- 1:00		Noon
1:00- 1:15	3-4	Language
1:15- 1:30	5-6	"
1:30- 1:45	8	"
1:45- 2:00	7	"
2:00- 2:15	6	Reading--History
2:15- 2:30		Recess

⁴⁷Letter to Author from Emery V. Coutts, County Superintendent of Pike County (January 21, 1933).

2:30- 2:45	3	Reading (Writing first)
2:45- 3:00	8	History
3:00- 3:15	4	Reading--History
3:15- 3:30	5	" "
3:30- 3:45	7	" "
3:45- 4:00	8	" "
4:00		Dismissal

teacher has every grade but the second. The greatest time given to any class is twenty minutes. Most classes receive fifteen minutes and a few classes in arithmetic receive as low as ten minutes. There is no wonder that the rural school child is so poorly prepared to enter high school after finishing the eight grades in one of these schools. The teacher is not to blame, for there are too many subjects to be taught in a single day by one teacher. In this school there are only twelve students and the grades run from one to eight. This is not the only case of this kind in Southern Indiana, but many other rural districts can cite the same condition. This condition which seems hardly possible under our present system has been going on for several years. Pike County has many rural schools of this kind, but the hope is that these conditions will in the near future be remedied. When one compares the education of the city child with the rural school child he doesn't have to wonder much what the trouble is, for this simple program above tells the whole story. Of course, we have had many good men and women in this county and state who rose above their early training received in schools of this kind, but how much better they would have been had they been prepared as the modern city school system trains our present day youth. Many of the

conditions are deplorable. Some of the rural schools of the county are forced to shut down sometimes over a month in the winter due to high water. Since many of these schools are located on unimproved roads, it is nearly impossible for the county superintendent to visit them more than once a year. As we can see, supervision of that kind would be of little benefit.

Pike County as a whole has produced several noted educators, some of whom are dead and a few living; namely, Professor M. C. Johnson, who was the organizer of the first normal in the county at Stendal; Dr. W. P. Dearing, president of Oakland City College, a gentleman of whom the people of Pike County are proud; A. G. Cato and Charles I. Kerr of Oakland City, Indiana; W. J. Royalty; D. I. Chappell; and Lawrence Mount. All the teachers named above served the people of Pike County in the earlier days and were responsible for a new birth educationally in Pike County. They were all far-seeing and progressive teachers who have had the interests of the schools at heart.

Six of the townships of the county have not been able the last few years to support the schools adequately; therefore the state came to their relief. Clay, Jefferson, Lockhart, Marion, Patoka, and Washington townships have had to ask the state for aid. As stated in a previous chapter, the industry of the county is principally agricultural; and, due to the present economic status, farm products and property have decreased in value, resulting in decreased revenue. Schools have been consolidated, the teaching force has been cut down,

wages have been slashed, and many other means have been used to cut expenses; yet the revenue has not been sufficient to adequately support the schools in these townships without state relief.

Once each year before school opens, usually the last of August, the teachers of the county are called together for a two- or three-day institute. The county appropriates fifty dollars and a registration fee is charged each teacher of the county to pay the expenses of the conference. Instructors from different educational institutions are brought in to add information to the teachers' knowledge. These institutes are inspirational as well as informational. Petersburg and Winslow take turns in holding these institutes.

The present status of the school seems to be serious. Many people are "down" on education. They feel that too much money is being spent for its support. Teachers are receiving too much pay for their work, is their view. The people do not realize the expenses that a teacher has and that he has to make his salary for eight or nine months extend throughout the year. They do not stop to think that a teacher, in order to keep up with his profession, has to continue his education. However, we cannot condemn the taxpayers too severely for their attitude, for they have this privilege and are also right in their view; to a certain extent. Much of their money is wasted by dishonest officials, and some few teachers are paid out of proportion to their earnings. Many things are carried on in the schools which have

no place in the curriculum. We cannot say that all the teachers are the best obtainable, for many untrained and incapable teachers are used. The part which politics has played in school affairs cannot be condemned too severely.

With all these deficiencies and shortcomings, the people must not forget that it has been through education that our great progress has been made. We can no more do without our school systems than we can do without our democratic form of government, for the school is its foundation.

CHAPTER III

ECONOMIC AND SOCIAL CONDITIONS

The Federal Government in 1914 passed an act known as the Smith-Lever Act, which provides Federal subventions for extension work in agriculture and home economics. This work is carried on partly among adults and partly among children of school age. This work is also carried on in co-operation with the agricultural college of the state. The main lines of co-operative extension work are those conducted by county agricultural agents, dealing with problems of the farm home; by county club work agents, dealing with boys and girls; and by extension specialists in various phases of agriculture and home economics, who are located at the state agricultural college, Purdue University.

Pike County did not take advantage of this act until 1920, in which year a county agent was selected and who served for one and one half years. The county has had only eight years of service under this act. The activity of the work has been somewhat retarded due to three factors: first, the broken periods of service; second, the lack of complete farm organization; and third, the industrial enterprise, which is mining. Nevertheless, much good has been accomplished, and at present the work is centered around a fairly well completed program.

W. C. Smith, the county's first agricultural agent, appointed in 1920, served for one and one half years. Mr. Smith started some worthwhile work during this period and

found several leaders in the county who could have developed a program. In 1921 the office was discontinued and all leadership and agricultural programs stopped. The office was re-established in the fall of 1925 with a new agent, W. W. Ridenour, who had to acquaint the people anew with the services of the office. Mr. Ridenour, after serving two and one half years, resigned, leaving the office vacant for two months. As a result practically all work of this office was discontinued during the spring and summer. During the years of Mr. Ridenour's services to the county all that could be done was done to establish the connections between the years of 1921 and 1925. The present agent, H. F. Helfenbein, was appointed in August, 1928, to carry on the work of county agent.

The services of the county agent's office have been handicapped for several years due to the lack of any workable farm organization. At the present time the Farm Bureau has an organization which is functioning in handling live-stock and feed. During the past year, 1932, active social or educational departments have been organized in four townships, and in the future these departments should aid materially in journalizing programs and carrying out extension services.

The mining industry in the last fifteen years has gradually grown until it now commands the lead of all industries in Pike County. Finances of the county have been based on this industry, which has limited the farmers in building up their organizations. Farm labor has been materially affected by the mining industry. Many farmers owning good farms left

them to go into the mines where wages were high. This has caused a reduced interest in farming, especially in the central and southwestern parts of the county. Prices charged for both farm and mining supplies have been adjusted to the wages paid in the mines. In the northern part of the county conditions have changed in the past two years, and now farming is becoming the major industry once more.¹

Mr. Helfenbein for the past three years has attempted to organize a County Council of Agriculture. Such council is now on paper and has met several times but has failed to function. Committees in seven of the nine townships met in 1932 and discussed a program of work. These committee meetings will have a definite effect on the leaders in that it will help them to see that a definite, concise, and workable program is necessary before agricultural extension work can be greatly advanced in the county. The Agricultural Council includes representatives from the following groups: Farm Bureau, Kiwanis, Bankers' association, Winslow Business Men, County Council, County Board of Education, County Superintendent of Schools, Ladies' Home Economics Club, and the 4-H Clubs.

Four years ago, in 1928, the farm girls of Pike County had very little choice in club work. They could feed pigs, grow chicks, or grow corn, none of which was strictly girls' work. In the spring of 1929 the first step was made to

¹H. F. Helfenbein, 1932 Annual Report of County Agricultural Agent of Pike County, p. 1.

organize, on a county basis, girls' sewing clubs. Leaders had to be found, and then the clubs had to be organized. Seven clubs were finally started, but because of the lack of interest, only four of these clubs could be said to have taken the work.

The enrollment has increased each year; in 1932 a total of 205 girls enrolled in the projects offered. Until 1932 the projects carried by girls were clothing and live-stock, but with the increased enrollment new projects were offered. This year, 1932, girls were enrolled in clothing, canning, baking, health, leadership, swine and dairying projects.

At the annual club show which is held in connection with the Farmers Picnic, all the members who had completed their work exhibited their projects. In the 4-H Girls Clubs, six demonstration teams and nine judging teams were trained. The girls' clubs, due to excellent leadership in the form of volunteer leaders assisted in the work in 1932.

The year of 1932 has been the most successful year for the 4-H club work. The co-operation received by local leaders was all that could be expected, and with their excellent work a 71 per cent. completion was obtained.² The following paragraphs will show the activities which aided in making the club year of 1932 a success.

After the most successful year that the 4-H Clubs of Pike County had ever experienced, it was thought that to end properly the year of 1931 and start 1932, some recognition

²Op. cit., p. 18.

should be given the members and leaders. On the 27th of February in the high school gymnasium at Petersburg, the first 4-H Achievement Night was held. It was attended by about 500 people. The program was arranged so that the work of the clubs could be shown. A small exhibit of sewing was placed in the building and the boys' corn club made an exhibit of corn. These exhibits were viewed by everyone as he entered the gymnasium.

The program was started with a concert by the Petersburg Girls' Band, followed by a short talk by the county agent on the accomplishments of the year. Then followed demonstrations by six clubs, together with musical numbers and stunts. Proper recognition was then given to the leaders, who in turn presented 125 boys and girls with club pins. The program proved to be very successful and interesting, and, due to numerous requests that this affair be held annually, another 4-H Achievement Night is to be held in January, 1933.³

In May of 1932 seven 4-H club members attended the Round Up at Purdue with the county agent. The expenses of the trip were paid by the Farmers' Institutes, Farm Bureau, and public donations. An educational and enjoyable trip was had by all, the return trip being made by way of Turkey Run State Park.

The Petersburg Kiwanis Club paid the expenses of three junior leaders who attended the Leadership camp at Shakamak State Park in June of 1932. The instructional work received

³Op. cit., p. 18.

at this very successfully managed camp was of great benefit to the members and should prove to be extremely valuable to club work in this county and state.⁴

The annual 4-H club picnic was held at Hornady Park, Thursday, June 30, 1932. This was the first activity in which all the clubs of the county participated. Every club was represented and a total of 165 people attended. A model club demonstration was given in the afternoon under the direction of three junior leaders who had attended the Junior Leadership Camp. After a basket dinner which was spread at noon, songs and yells were given. At a leaders' meeting held in the afternoon, Mr. Lowell Taylor of Knox County discussed the Knox and Pike 4-H Club Camp to be held during the latter part of July.⁵

This year, 1932, the club camp was held with Knox County at Shakamak State Park from July 28 to August 2. The total enrollment for both counties was 342 persons. The Club members from Pike County attending camp numbered ninety-one with a total enrollment of leaders and members of 110. Lowell Taylor, camp director was assisted in the detail work by all the leaders from Knox and Pike Counties. The camp was one of the best disciplined that the agent has ever had the pleasure of attending. The boys and girls seemed to realize that they were there for a purpose and that the entertainment offered was a part of the instruction.⁶

⁴H. F. Helfenbein, op. cit. (1932), p. 18.

⁵Idem.

⁶Ibid., p. 22.

The following activities are a summary of the club work carried on in Pike County in the year of 1932;⁷ Five-Acre Corn Club; One-Acre Corn Club; Seed Corn Selection; Wheat Variety Demonstration; Soy Bean Demonstration; Strawberry Club; Poultry Club; Dairying; Pig Clubs; Marketing; Home Management; Girls' 4-H Clubs; Community Activities; Petersburg Civic Association; and the Boys' Club Work. In the year of 1932 there were nineteen 4-H Clubs, having a combined enrollment of 260. One hundred and eighty-five members completed their work. There were twenty-three leaders and assistants.

The extension agent of Pike County, Indiana, has a duty to perform which is different from that in most of the surrounding counties. This is a county of small farms. The main industrial activity is mining, and many of the miners live on these small farms. Therefore, there are two types of farm folk: those who obtain all their living from the farm, and those who get their major income from mining.⁸

The mining industry is that of strip mining, which leaves many acres of land in a condition not suited to general farming. What is to be done with this waste land is a problem which must be solved in the next few years. This land seems to be best suited for forests. Forestation is being undertaken by planting trees on the spoil banks by some of the mining companies. One third of the acreage of this county

⁷H. F. Helfenbein, op. cit., p. 12.

⁸Ibid., p. 23.

is in farm crops, but many acres of the land is in a low state of fertility.⁹ Many of the small farms are suited to the fruit and poultry industries which are being encouraged. The production of a larger percentage of foodstuffs which are consumed in Pike County is a project which must be developed. Work along this line has already been started.

The future of agriculture in this county depends on the boys and girls. Toward this end the major activity of the extension service is pointed. Club work increased in 1932, and greater efforts will be made to increase the benefits from this extension education.¹⁰

None of the schools under the jurisdiction of the County Superintendent has taken advantage of the Smith-Hughes Act of 1917, which provided for vocational education in the schools of the states. Petersburg city schools have taken advantage of this act and provide for vocational training in both agriculture and home economics. However, the schools of the county have co-operated with the county agent to such an extent that the success of vocational education in the future is assured. Both boys and girls all over the county have been richly benefited by their training through the guidance of volunteer leaders and the county agent. Such training is one of the educational factors which helps to build up the citizenship of our youth as well as trains

⁹H. F. Helfenbein, op. cit., p. 23.

¹⁰Idem.

the hand and mind in this special field of work. Our hope is that the good work thus started will continue.

CHAPTER IV

ADMINISTRATION OF SCHOOLS

Through a long process of development, or since 1818, county supervision of schools has come to be a very important phase of administration. The general assembly of 1818 empowered the governor to appoint for each county a seminary trustee. Dealing with financial problems was the most important duty of this officer. In 1824 the law provided for the election of three trustees in each township and gave to them the duties of examining teachers and granting licenses.¹ These men were usually not school men and the tests covered just three subjects, reading, writing, and arithmetic, with an occasional branch, as geography, petitioned for by the patrons. Dr. Richard G. Boone states, "The test (if the examination may be dignified by such term) was accordingly very simple, as a rule, while in many cases the license might be had for the asking."²

In 1831 a school commissioner was appointed for each county, for a term of three years. His main duty was to manage the funds of the local school corporation. In 1833 three sub-trustees were appointed in each district for a term of one year. These were in addition to the school commissioner for the county and the three trustees of the township. These district trustees examined applicants and

¹F. A. Cotton, Education in Indiana (Indianapolis: W. M. Burford, 1904), p. 50.

²Richard G. Boone, History of Education in Indiana (New York: D. Appleton Company, 1892), p. 25.

employed teachers. In 1836, in case of a failure to elect district trustees, the law made it legal for any householder to employ a teacher. In 1837, in addition to all these officers and with a few changes in their duties, the circuit court was empowered to appoint three examiners for a term of one year, whose duty it was to certify the subjects each applicant was qualified to teach. There were no changes made in the county system in the next ten years. Caleb Mills in 1847 gave as one of the essential characteristics of a state system of schools, efficient supervision of state and county. In 1849 the law abolished the county school commissioner but retained the three school examiners of the county and the three township trustees and substituted one trustee for the three district trustees. This was the beginning of simplifying the school machinery of the county. A minimum school term and a uniformity of the school term in each township was prescribed. The law also provided for an elaborate system of records and reports, to be kept by the teachers, the county auditor and treasurer, district and township trustees, the superintendent of common schools, and the legislature.³

The new constitution of 1851 left the school machinery of the county practically as it was in 1849, and it remained so until the sixties. In 1852 the law gave the licensing of teachers to the state superintendent of public instruction, or to deputies whom he was authorized to appoint, one to a county. This law did not prove satisfactory. In 1856

³F. A. Cotton, op. cit., p. 51.

Superintendent Mills recommended a board of three members for each county to act as examiners. In 1859 Superintendent Rugg recommended that the examiners be held responsible for the annual school reports instead of the auditors and that they visit and inspect the schools of their county so that there might be uniformity in organization and management. These recommendations were written into a law in 1861, which substituted one examiner for the three, the one to be appointed by the board of county commissioners for a term of three years. This law also provided for a public examination and prohibited the granting of a license upon private examinations, as had previously been done. This resulted in a great advance over the old methods and simplified the school machinery still more. The greatest advance was in the provision that the examiners were to act as a medium of communication between the state superintendent of public instruction and the subordinate school officers. The examiners were authorized to visit the schools of the county as often as they deemed it necessary during each school term, to increase the usefulness of the schools and to elevate as far as possible the poorer schools to the standards of the best. They were to advise and to secure, as far as practicable, uniformity in organization and management. Likewise it was the duty of the examiners to see that the schools conformed to the law and to the regulations and instructions of the state board of education and of the state superintendent of public instruction. They were to encourage teachers' institutes and

associations. The trustees of the townships were to report to the examiners the enumeration of each township and other reports required by law. The examiners also had to gather data and information including that relative to private schools, high schools, colleges, and other private institutions of learning within their respective counties. This information enabled the examiners to make a complete and accurate report of all the educational facilities of the county to the state superintendent of public instruction. The examiners were to receive and distribute to the township libraries such books as might be furnished for them, and to advise such use of the books as would increase their usefulness. Duties of the examiners included advising the trustees as to the best and most approved school furniture, apparatus, and educational agencies.⁴

The laws which created these new offices made a great advance in education, but they were yet inadequate to render to the schools the best service possible. On November 6, 1862, the state superintendent, Hoshour, called together in Indianapolis, for the first time, the county examiners. Such problems as qualifications of teachers, examinations, visitation, and reports were discussed.⁵

In 1872 Superintendent Hopkins recommended that the office of the school examiner be abolished and that of county superintendent be established; that the county superintendent

⁴F. A. Cotton, op. cit., pp. 51-52.

⁵Ibid., p. 52.

be a practical teacher; that he have the general superintendence of the schools of the county, and visit each school at least once each year; that he have an office furnished him at the county seat; and that he, together with the township trustees and the school trustees of cities and towns, should constitute a county board of education which should consider the general wants and needs of the school and school property of the county, and of which the superintendent should be ex-officio president.⁶ The leading educators of the state became interested in this recommendation, and, as a result, the legislature of 1873 created the office of county superintendent. This act did not create a new office but merely changed the name and enlarged the powers of the old office.⁷ According to this law, the township trustees of the county were to meet at the office of the county auditor on the first Monday in June, 1873, and biannually thereafter, to appoint a county superintendent. Two-year terms and more efficient supervision were the outstanding changes brought about by this act. No educational or professional requirements were demanded of this office, but the people, as a rule, saw to it that the best men available were appointed. Except for a few minor changes, this office and county supervision remained unchanged until 1899, when the general assembly changed the term of office to four years and set the requirements so

⁶Richard G. Boone, op. cit. (1892), p. 246.

⁷F. A. Cotton, op. cit. (1904), p. 53.

that before a person could become eligible to hold this office, he must hold a thirty-six months license or a life or professional license.⁸

Since 1873 rural school supervision has been more efficient in Pike County as well as other counties of the state. Until a few years back the teachers had to pass rigid examinations on questions provided by the state board of education. The papers were usually graded by the county superintendent, or could be sent to the state superintendent for grading. Occasionally this was done, for many teachers felt that their papers had been graded unfairly by the county superintendent. Systematic supervision became the outstanding duty of the county superintendent. The rural schools became graded and their efficiency was constantly raised. Through the efforts of the county superintendent the children received advantages in some cases equal to those of the town and city schools.⁹

As has been said above, the term of the county superintendent is for four years and he is eligible for re-election during good behavior. "No person shall be eligible to or shall hold the office of county superintendent of schools who has not had five years of successful experience as a teacher in the public schools and who does not hold at the time of election a first or second grade license."¹⁰

⁸F. A. Cotton, op. cit. (1904), p. 54.

⁹Ibid., p. 53.

¹⁰School Laws of Indiana (1932), p. 29.

At the present time the general duties of the county superintendent are as follows. The county superintendent shall have the general superintendence of the schools of his county; he shall attend each township institute, at least once in each school year, and as often thereafter as possible, and preside over and conduct its exercises. This duty, however, has been eliminated since the old form of the township institute was abolished in 1927. He shall visit schools while they are in session for the purpose of increasing their usefulness and elevating, as far as practicable, the poorer schools to the standards of the best. He shall labor in every practicable way, to elevate the standards of teaching and to improve the conditions of the schools of his county. In all controversies of a general nature arising under the school law, the decision of the county superintendent shall first be obtained; and then an appeal, except on local questions relating to the legality of school meetings, establishment of schools, and the location, building, repair or removal of school houses, or transfer of persons for school purposes and resignation and dismissal of teachers, may be taken from his decision to the state superintendent of public instruction on a written statement of facts, certified to by such county superintendent. He shall at all times carry out the orders and instructions of the state superintendent of public instruction, and shall constitute the medium between such state superintendent and subordinate school officers and the schools.¹¹

¹¹School Laws of Indiana (1932), p. 30.

Some of the most important specific duties of the county superintendent are as follows. He must co-operate with the state inspector in the inspection of both elementary and high schools within their respective jurisdictions. The county superintendent shall provide for the examination of all applicants for graduation in the common school branches. He shall determine the grade or success of teachers employed in the township schools. He shall keep a record of minutes of his proceedings. He shall on or before the fifteenth day of May, annually, make out and forward to the state superintendent the enumeration of his county. He shall make out from the lists of enumeration and the report of transfers, the basis of apportionment of school revenues to the several townships, towns, and cities of his respective county and report the same to the proper county auditor by the first day of June, annually, so as to enable the county auditor to accurately apportion the school revenue for tuition. He shall see that the full amount of interest on the school fund is paid and apportioned and approve all teachers for high schools and for the elementary grades in conjunction with the high school before they are employed by the township trustee, according to the requirements of the state board of education.¹²

Following is a list of examiners and county superintendents of Pike County from the year 1865 to the present time. These data have been taken from the reports of the state

¹²School Laws of Indiana (1932), pp. 30-37.

superintendents of public instruction and the Teachers' Directory of Indiana from the dates designated as their appointment.

NAME	DATE OF APPOINTMENT	LENGTH OF SERVICE
Joseph Murray*	1865	3 years ¹³
John K. Patterson*	1868	2 " 14
Henry W. Fiske*	1870	3 months ¹⁵
Thomas C. Milburn**	1870	4 years ¹⁵
Arthur Berry	1875	6 months ¹⁶
Thomas C. Milburn	1875	18 months ¹⁶
John Whitman	1877	2 years ¹⁷
Lawrence W. Stewart	1879	2 " 18
W. M. VanSickle	1881	2 " 19
John Whitman	1883	2 " 20

¹³Twenty-Eighth Report of the Superintendent of Public Instruction of the State of Indiana (1879), p. 251.

¹⁴Idem.

¹⁵Idem.

¹⁶Idem.

¹⁷Idem.

¹⁸Idem.

¹⁹Thirtieth Report of the Superintendent of Public Instruction of the State of Indiana (1882), p. 166.

²⁰Thirty-Second Report of the Superintendent of Public Instruction of the State of Indiana (1884), p. 206.

*County Examiners of Pike County.

**First county Superintendent under the law of 1873.

James L. Mount	1885	2 years	²¹
W. B. Pirkle	1887	2 "	²²
M. B. Thomas	1889 (2 terms)	4 "	²³
John B. Blaize	1893 (2 ")	4 "	²⁴
William S. Corn	1897 (1 ")	2 "	²⁵
John D. Grimes***	1899 (1 ")	4 "	²⁶
Lawrence Ashby	1903 (1 ")	4 "	²⁷
William S. Corn	1907 (1 ")	4 "	²⁸
Andrew Jewel	1911 (1½ ")	6 "	²⁹
Howard Brenton	1917 (2 ")	8 "	³⁰
Emery V. Coutts	1925 Present County Super-	(intendent)	³¹

²¹Thirty-Fourth Report of the Superintendent of Public Instruction of the State of Indiana (1886), p. 286.

²²Thirty-Sixth Report of the Superintendent of Public Instruction of the State of Indiana (1888), p. 374.

²³Thirty-Eighth Report of the Superintendent of Public Instruction of the State of Indiana (1890 and 1892), p. 181 and p. 167.

²⁴Fortieth Report of the Superintendent of Public Instruction of the State of Indiana (1894), p. 223; and the Forty-Second Report (1896), p. 407.

²⁵Nineteenth Biannual Report of the Superintendent of Public Instruction of the State of Indiana (1898), p. 446.

²⁶Directory of Indiana School Officials (1902-1903), p. 7.

²⁷Ibid. (1904-1905), p. 9.

²⁸Ibid. (1909-1910), p. 9.

²⁹Ibid. (1911-1912), p. 9.

³⁰Ibid. (1917-1918), p. 6; and (1921-1922), p. 12.

³¹Ibid. (1925-1926), p. 17.

***Length of term extended to four years by the Act of 1899.

Mr. Emery V. Coutts is the present county superintendent of schools of Pike County. He is a native of the county, having been born in Monroe Township, Pike County, in 1893. Mr. Coutts spent his boyhood days on his father's farm and attended school in the same township. He is an experienced teacher of very high scholarship. He was among Pike's honored group as a World War veteran. From Oakland City College he received his Bachelor of Art's Degree after which he was a student for two terms in Indiana State Teachers College of Terre Haute, Indiana. He remained in Pike County to help in raising the standards of the schools. In 1917 he was inducted into the United States Army, and, after due training, was sent to France. He remained overseas for eleven months, was then returned to the United States, and was honorably discharged in July, 1919. He took up teaching again and in 1925 was called into public service as county superintendent of schools. He is still serving in this office for which he is so well qualified. His period of service as a teacher in the Pike County schools covers fourteen years. Mr. Coutts has attended Indiana University and is working on his M. A. Degree. He has served the schools of the county for eight years with marked efficiency, during which time he has brought the schools of the county to a higher standard of efficiency and has proved himself an advanced scholar and thinker.³²

³²Charles Roll, Indiana One Hundred and Fifty Years of American Development (Chicago and New York: The Lewis Publishing Company, 1931), Vol. V, pp. 236-237.

Mr. Coutts has introduced more up-to-date means of supervision, such as issuing bulletins to teachers. Since most of the schools of the county are located on unimproved roads, it is thus impossible for the superintendent to visit these schools as much as should be done. Some schools are visited once during the school year, but most of them are visited from two to three times.³³ The bulletin is an improved means of supervision in reaching the teacher in the rural district. As long as the roads of the county remain unimproved, there will likely be no more improvement in these schools in the line of supervision.

The county superintendent's office is the most important school office in the county; yet it is still often the spoils of party politics, since the political complexion of the majority of trustees too often determines the election. This county has been fortunate in have in this office men of integrity and ability who have been interested in the welfare of the schools.

The township, which is the real unit of the educational system of Indiana, had its origin in an Act of Congress in May, 1875, and has been a very important factor since. The affairs of the township were not very well defined until the year 1852. There were two divisions maintained, the congressional and civil township. In 1852 the new constitution abolished the congressional township and the civil township

³³Letter to Author from Emery V. Coutts, County Superintendent of Pike County (January 18, 1933).

became the school unit. It became more important and brought about greater uniformity in its relation to state affairs. The townships were governed by three trustees until 1859 when the law reduced the number to one. This was a great stride toward the simplification of the school machinery which we have yet today.³⁴

The township trustee is elected by the people for a term of four years. Formerly he could not succeed himself. At the present time any person who holds the office of the township trustee of any township in this state for one term or less, shall be eligible to said office for the next ensuing term, unless otherwise disqualified; and thereafter no person shall be eligible to the office of township trustee for more than eight years in any period of twelve years.³⁵ The only qualification for the trustee is that he shall be a qualified voter and a citizen of the township.

The township trustee is an officer of great importance, that is, in relation to the powers conferred upon him. In all matters having to do with the local interests of the people, he is vested with powers and duties of the highest type. As civil trustee he has many important functions entirely distinct from any educational affairs, such as the care of the poor and management of the roads. As trustee of the schools, he has most important duties. Under the law and by precedent of legal decisions, he has almost autocratic

³⁴F. A. Cotton, Education in Indiana (1904), p. 74.

³⁵School Laws of Indiana (1932), p. 40.

power in all school affairs. It has been said that he is a king in his little kingdom. Dr. Boone states that, "Whether of the civil township or the school corporation, the power of the trustee is practically autocratic. Patrons may petition, and the County Board may recommend, and the superintendent may advise, and even the county commissioners may demur, but except in unimportant particulars, the authority of the trustee is absolute."³⁶ In all actual power he is the corporation. The trustee is held liable for all revenues and funds intrusted to him and must make accurate and regular reports in regard to such funds. He cannot borrow money, with power to bind his township for its payment; yet he may execute his notes for debts which he contracts in the purchase of school supplies, for which his corporation is liable. There is no limit to the indebtedness which he may incur for a township, short of the constitutional limit of two per cent on the value of taxable property. So much power given to a single officer has been the source of much annoyance and dissatisfaction and, in a few instances, of malfeasance in office.³⁷

The educational affairs of the township are under the control of the trustee. He locates as conveniently as possible a sufficient number of schools for the education of the children in the township. He builds and provides

³⁶Richard G. Boone, History of Education in Indiana, (1892), p. 272.

³⁷J. A. Woodburn, Higher Education in Indiana (Washington, Government Printing Office, 1891), p. 71.

suitable houses and equipment necessary for the efficient management of the schools. On the first Tuesday of September of every year, and for the school year ending the 31st day of July, the trustee must make a report to the advisory board and as much oftener as this board may require. The report must state clearly the following items: the amount of special school revenue for tuition on hand at the commencement of the year then ending; the amount of each kind of revenue received within the year, giving the amount of tuition revenue received at each semi-annual apportionment; the amount of each kind of revenue paid out and expended within the year; and the amount on hand to be carried to the new account. The trustee must make an annual report to the county superintendent on the first Monday in August. This report must give statistical information obtained from teachers of the schools of his township and embodies in tabulated form the following items: teachers, male and female; the number of district schools taught and their grades; average compensation for each grade; and a detailed report concerning the financial condition of the township's funds and revenue for schools. The trustee must take or cause to be taken, between the tenth and thirtieth day of April, each year, an enumeration of all unmarried persons between the ages of six and twenty-one years of age. This enumeration report must be sworn to and then submitted to the county superintendent. He must also see that the poor and indigent children of his township are furnished the necessary school books that have been and may be adopted by the

state. He is also empowered to transfer pupils of his township, competent to enter a graded high school, to another school corporation if no high school is maintained in his township. Tuition is paid from township funds.³⁸

The hiring of teachers is one of the most important duties of the trustee. This is often left to the spoils of party politics. Many incompetent persons are hired to teach the children of our schools. Many times the trustees are so poorly qualified for this office that they have to hire some one else to help them with their work, that of keeping their records and reports. Such men are incapable of getting the best teachers for their schools, for they know little of what constitutes a good teacher. Of course, the county superintendent has power to recommend and approve, but, with the autocratic power that the trustee possesses, he still may hire whom he pleases. The trustees' organization throughout the state has withstood many attempts to abolish this office, but in many cases which could be cited, there is no doubt that better plans could be provided to take the place of the trustee.

A board known as the advisory board consists of three members who must be resident freeholders and qualified voters of the township and who are elected by the people for a term of four years. This board was created in answer to the demand for some kind of a check upon the township expenditures. The members of this board are many times too

³⁸School Laws of Indiana (1932), Chapt. V, pp. 38-52.

ignorant to be much, if any, check upon the expenditures, and again, many examples could be given to show where they have little influence upon the trustees who use their power autocratically.

Another board within the county which has much influence upon the educational affairs is the county board of education. The county superintendent, the trustees of the township, and the chairman of the school trustees of each town and city of the county constitute this board. This board meets semi-annually at the office of the county superintendent on the first days of May and September, unless those days happen to be Sundays. This board considers the general wants and needs of the schools and the school property of which they have charge, and all matters relating to the purchase of school furniture and other supplies. These duties seem to be rather unimportant, but they really are responsible for the school spirit in the county, for the appearance of school property, and for the advancement made in education. But this board can be no better than the trustees and county superintendent and other members make it. Another one of its duties is to appoint on the first Monday in May of each year one truant officer in the county. The truant or attendance officer must have completed the elementary public schools before he can become eligible to hold this office. His main duty is to look after the truancy in his county.³⁹

³⁹A personal interview by the Author with Emery V. Coutts, County Superintendent of Schools of Pike County (April 8, 1933).

The city supervision is not under the jurisdiction of the county superintendent. The city superintendent has come to be regarded as one of the most important school officials of the state and county. There is no legalized term of office, but the custom is to elect annually and retain during good behavior. The superintendent has many important duties. He has to look after the equipment, in detail, of the school. He knows the condition of the school buildings and makes suggestions for repairs and improvements. He makes an estimate of the budget needed each year for all expenditures and revenues brought in. He is given the credit or the blame for the progress or the failure of the schools, for he chooses the teachers and assigns them to their work, and supervises them to the best of his ability. He sometimes does this through assistants. Petersburg is the only city or town in the county having a superintendent of schools. In a previous chapter the names of the superintendents were given up to date. The progress of the Petersburg school has been to a great extent due to the successful work of its superintendents. The present superintendent of the Petersburg schools is J. B. Leas. Mr. Leas was born in Spencer, Owen County, in the year 1884. He received his early training at that place. He attended high school at Bloomington, Indiana. In 1907 he received his A. B. Degree from Indiana University. He is at present planning to complete his work on an M. S. Degree from Indiana University, this summer. Mr. Leas has had several successful years of

teaching experience. After attending college until he was a Junior, he withdrew from college and taught school at Middle Town, Indiana. He later went back and finished his work for an A. B. Degree. He then was hired to teach in Hendricks County, at the small town of Litton. He later was hired as superintendent of schools at Wheatland, Indiana. He taught here for one or two years and from Wheatland he went to Delaware County, to the small town of Eaton. He stayed at Eaton for five years and came from there to Petersburg, Indiana, to act as superintendent of schools. This was in the year of 1919. Mr. Lea has been at Petersburg since 1919 and has made a successful school superintendent for that city.⁴⁰

The superintendent is hired by the city school board which is made up of men and women of intelligence and culture, who hold their office for a term of three years. One new member is appointed each year. They have about the same duties as the trustees of the townships, yet each individual member is not nearly so autocratic. This board ranks very high among the educational boards of the state.

⁴⁰A personal interview by the Author with Mr. J. B. Lea, Petersburg School Superintendent (April 8, 1933).

CHAPTER V

FINANCIAL HISTORY

The author does not attempt to vouch for the authenticity of the figures used in the following pages. The figures were taken from the original reports of the different county officers, but their reports sometimes showed many discrepancies. As one county superintendent¹ of Pike County reported to the state superintendent of public instruction, there had been many discrepancies made. He says, "The wages of teachers as given by the trustees is erroneous. Will have them corrected if you will send back a demand for it. In case it is demanded, I will compel those trustees to make their reports again, and to make them correctly, thereby teaching this county a lesson which it has long stood in need of."

The school funds of Indiana as well as those of Pike County were provided for in the State Constitution, Article VIII, which says the Common School Fund shall consist of:

- (1) "The congressional township fund and the lands belonging thereto. (This fund came from the sale of the sixteenth section originally reserved in each township for school purposes as provided in the early ordinance of 1785.)
- (2) The Surplus revenue funds.
- (3) The Saline fund and the lands belonging thereto.
- (4) The Bank Tax fund, and the funds

¹J. L. Mount, Written Explanation of the Financial Reports of Pike County, 1886 (Form 12A).

arising from the one hundred and fourteenth section of the charter of the state bank of Indiana. (5) The funds derived from the sale of county seminaries, and the moneys and property heretofore held for such seminaries. (6) The fines assessed for breaches of the penal laws of the state, and from all forfeitures which may accrue. (7) All lands and other estate which shall escheat to the state for want of heirs or kindred entitled to the inheritance. (8) The fines that have been or may hereafter be granted to the state when no special purpose is expressed in the grant, and the proceeds of the sales of the swamp lands granted to the state of Indiana by act of Congress. (9) Taxes on the property of corporations that may be assessed by the general assembly for common school purposes."²

Until 1848, when free schools were beginning to be established in the state of Indiana, the schools of Pike County were supported by the patrons. These schools were known as "subscription" schools, as has been explained in a previous chapter. The teacher received from one to two dollars per pupil per term, his salary usually amounting to fifty or sixty dollars per term. Besides the cost of the teacher there were very few expenses. There were few books and no fuel to buy as wood gathered by the pupils was used. No records had to be kept or sent to the state at that time, for the schools were not yet under the control of the state.

²Department of Public Instruction, State of Indiana, Bulletin No. 1 (March, 1908), p. 1.

According to the records found in the Basic Book of Common and Congressional School Funds of 1866, the following funds for Pike County were reported as being received and held by the county in 1853: Surplus Revenue fund, \$4,194.54; Bank Tax fund, \$365.27; Saline fund, \$321.45; Sinking fund, \$289.62; total penalties and forfeitures, \$201.39; total Seminary fund, \$2200.39; funds derived from other sources, \$2,409.56.

As shown by Table I, the Surplus Revenue fund in 1910 showed a balance of \$4,194.53. Since 1866, only one cent had been spent for any purpose. The Bank Tax fund and the Saline fund remained the same up to 1910. No disbursements had been made. Fines and forfeitures for the county had increased more than any other source of funds. A balance of \$3,003.08 reported in 1866 had increased to \$20,695.75 by 1910. The fines and forfeitures reported by the mayor and justices of peace of the towns and city respectively, showed in 1867 a balance of \$461.10, and had increased to \$9,934.86 in 1910. Other sources of revenue reported in 1866 amounted to \$2,240.31 and had increased to \$3,473.05 by 1910. Unclaimed fees in 1867 amounted to \$34.78 and showed no increase by 1910. All sources of the Common School fund made a balance in 1910 of \$41,912.75. In 1932 the grand total of the Common School fund held in trust by the county, as shown by Table I, is \$121,090.76.

TABLE I

COMMON SCHOOL FUND REPORT OF PIKE COUNTY
from 1866 to 1932.

Funds	Balance 1866	Balance 1910
Surplus Revenue ³	\$4,194.53	\$4,194.53
Bank Tax ⁴	365.27	365.27
Saline Fund ⁵	3,214.51	3,214.51
Fines and Forfeitures of County ⁶	3,113.08	20,695.75
Fines and Forfeitures of Mayors and Justices of Peace ⁷	46.10	9,934.86
Unclaimed Fees ⁸	34.78	34.78
Other Sources ⁹	2,240.31	3,473.05
Total of above Sources and Balance for 1932, \$121,090.76 ¹⁰		

³State Superintendent of Public Instruction's Report of the Common School Funds of the State of Indiana, Ledger No. 2 (1910), p. 993.

⁴Ibid., p. 994.

⁵Ibid., p. 998.

⁶Ibid., pp. 998-1001.

⁷Ibid., p. 1002.

⁸Ibid., p. 1006.

⁹Ibid., p. 1007.

¹⁰Auditor's Annual Report of County and Miscellaneous Funds, 1932.

Such funds as the Surplus Revenue fund, Bank Tax fund, and the Saline fund are the only funds which have not increased. They were original grants made by the federal government to the states. Fines and forfeitures of the county and towns, unclaimed fees (which have not increased), and other sources have increased the Common School fund enormously. The Congressional Township and the Common School fund make up what is known as the Permanent School Fund. The permanent school fund of Pike County in 1932 amounted to \$138,027.50. This fund may grow from year to year but may never be diminished.

All congressional lands in Pike County were sold by 1905. According to the records,¹¹ two townships made sales in 1905. As shown by Table II, the original sales of the county showed a balance in 1866 of \$16,914.88. From 1866 to 1910 the disbursements amounted to \$7,753.93. These disbursements were made to the adjoining counties for land and adjustments in records. Since 1866 the land sales have increased the funds, less the disbursements, to \$16,936.74 in 1932.¹²

The Common School fund and the Congressional Township fund for the years 1866 to 1932 are shown in Table II.

The tuition revenue is made up of the apportionment due the county from the Common and Congressional School funds,

¹¹State Superintendent of Public Instruction, Report of Congressional Township School Funds of the State of Indiana, Ledger No. 2 (1910), pp. 991-1004.

¹²Auditor's Annual Report of Pike County and Miscellaneous Funds, 1932.

TABLE II
TOTAL COMMON SCHOOL AND CONGRESSIONAL TOWNSHIP FUNDS
OF PIKE COUNTY FOR YEARS 1866,
1881, 1891, 1911, 1932

Date	Common School Fund	Congressional Township Fund
1866 ¹³	\$ 13,098.59	\$16,914.88
1881 ¹⁴	24,114.73	19,311.64
1891 ¹⁵	62,112.20	18,117.31
1901 ¹⁶	69,581.17	16,807.37
1911 ¹⁷	79,970.96	16,928.74
1932 ¹⁸	121,090.76	16,936.74

¹³Op. cit., 1866, Ledger No. 2 (Form 6).

¹⁴Ibid., 1881 (Form 6).

¹⁵Ibid., 1891 (Form 6).

¹⁶Twenty-First Biannual Report of the State Superintendent of Public Instruction of the State of Indiana, 1901, pp. 590-592.

¹⁷Op. cit., 1911, Ledger No. 2 (Form 6).

¹⁸Auditor's Annual Report of County and Miscellaneous Funds, 1932.

TABLE III
TOTAL TUITION AND SPECIAL SCHOOL REVENUE
FOR YEARS 1881, 1891, 1901, 1911*

Date	Common and School Revenue	Congress-ional Twp Revenue	Revenue from Local Tax	Revenue from Liquor Licenses	Dog Fund	Total Tui-tion Revenue of Tw. T. City	Special School Revenue	Total Tuition and Special
1881 ¹⁹	\$ 8,654.40	\$ 757.45	\$ 1,299.31	\$194.98		(1881-1882) \$20,169.53	8,827.33	\$28,396.53
1891 ²⁰	8,830.80	2,437.32	2,092.04	400.00	\$ 470.19	(1891-1892) 25,917.93	7,287.87	33,400.80
1901 ²¹	10,322.34	495.68	5,763.75	300.00	1,036.22	(1901-1902) 32,749.08	12,184.30	44,933.38
1911 ²²	13,029.52	507.68	11,558.79	None	965.18	(1911-1912) 47,515.77	22,519.74	70,035.51

¹⁹County Commissioners' Report of Pike County, 1881, Forms 6 and 21 respectively.

²⁰Ibid., 1891, Forms 6 and 21.

²¹Ibid., 1901, Forms 6 and 21.

²²Ibid., 1911, Forms 6 and 21.

*See next chapter, page 85 for remainder of this table.

local taxes and the dog fund. Until 1911 the revenue from liquor licenses was put into this fund. After that date no revenue from liquor licenses was reported. A word should be said of how the Common and Congressional Township funds are apportioned and the interest obtained. The Permanent School Fund is apportioned to the counties and each county becomes responsible for its portion of the fund and for six per cent interest upon it. The county may loan this fund, but, if it does not it must pay the six per cent interest out of the county treasury. Aside from the fact that this permanent fund produces a small fraction of the necessary school revenue, it is doubtful whether it has contributed in any way to the growth of the public schools.²⁴ The tuition revenue amounted to \$20,169.53 in the year 1866; in 1911 it had increased to \$47,515.77. This increase, of course, has been due to increased school enrollment, more and better trained teachers, longer terms of school, etc. The Special School Revenue, which in 1866 amounted to \$8,227.33, had increased to \$23,519.74 in 1911. As further shown by Table III, the total Tuition and Special School Revenue for 1881 and 1882 was \$28,396.53. This amount had increased to \$70,055.51 in 1911. These two funds are used to pay all the expenses of the schools in Pike County.

A further analysis of the school finance will be discussed in the next chapter.

²⁴Bulletin No. 7, op. cit., p. 2.

Chapter VI

An Analysis of Present Financial Status of Pike County

The county funds of Pike County are divided into revenue and non revenue receipts, as shown by Table IV. The adjusted balance for the fiscal year ending August 1, 1931, was \$99,487.94. This included receipts for both the school corporation of the county and the school corporation of Petersburg. The revenue receipts show a total of \$216,122.67 for the year 1932 and a total of \$27,715.41 for non revenue receipts, making a grand total of \$343,326.02. In the revenue receipts, local taxation is the largest source of revenue and, at the present time, state school relief is next. The state vocational allotment is small and has only been a part of the revenue since the county took advantage of the Smith-Hughes and Smith-Lever Act. Transfer tuition which is classed under non revenue receipts, is one of the largest sources of revenue in the county.

Table V shows item for item the expenditures for the years 1931 and 1932. These expenditures are those of the entire county including the school corporation of Petersburg. The grand total of \$249,633.50 equals the entire cost of education for 1932 and 1931. The grand total receipts of \$343,326.02 less the total expenditures \$249,633.50 leave a cash balance at the end of the fiscal year of 1932, of \$93,692.52, as shown by Table IV.

Pike County's assets, including such items as land, buildings, equipment, cash on hands, accounts receivable, merchandise, pre-paid insurance, etc., amount to \$649,456.55, as shown in Table III.

Table IV

Balance Sheet A. Grand Total of All Receipts
1932 for the County and the Petersburg
Schools¹

1. Receipts	
A. Cash Balance, August 1, 1931	\$99,475.24
B. Adjustment by State Board of Accounts	12.70
C. Adjusted Balance, August 1, 1931	99,487.94
2. Revenue Receipts	\$
A. Common School Fund	13,611.70
B. Local Taxation	174,808.74
C. State Vocational Allotment	2,899.49
D. County Dog Fund	1,053.70
E. Congressional Township Fund	1,014.68
F. Depository Interest	251.89
G. State Aid (State school relief)	22,374.41
H. Miscellaneous Revenue Receipts	108.06
I. TOTAL REVENUE RECEIPTS	216,122.67
3. Non Revenue Receipts	
A. Sale of Property	\$171.00
B. Insurance Adjustment	36.24
C. Sale of Bonds	5,106.66
D. Temporary Loans	730.00
E. Transfer Tuition	21,518.10
F. Miscellaneous Non Revenue Receipts	153.41
G. TOTAL NON REVENUE RECEIPTS	\$27,715.41
4. Grand Total Balance of All Receipts	\$343,326.02
5. Expenditures During the Year	\$249,633.50
6. Cash Balance, August 1, 1932	\$ 93,692.52

¹Annual Financial and Statistical Report of the County Superintendent to the State Superintendent of Public Instruction, (1932), p. 28.

Report of the School Trustee to the State Superintendent for the 1931-32 School Year, p. 5.

The total liabilities, as shown by Table VI, include such items as bonds, unpaid transfers, accrued salaries, temporary loans, interest, insurance, land depreciation, building depreciation, and equipment depreciation. The total equals \$182,735.91. The net worth of the educational items of the county, including the Petersburg school corporation, equals the total assets less the total liabilities, or the sum of \$466,720.64.

The total amount of taxables in the county less mortgage exemptions as reported by the assessors in 1932 amounted to \$10,307.575.00, and the value of school property as estimated by the trustees, or the net value of all school property as shown by Table VI, equals \$466,720.64, or \$113.86 plus, per pupil enrolled. According to the assessed valuation of the county, each child enrolled² in any of the schools of the county has \$2,569.82 back of it for the support of education, an amount which is a great deal below the median of the state.³ This, of course, can be accounted for by the fact that Pike County is one of the poorer counties of the state. Pike County has in comparison to many other counties of the state very few industries, which cause a large assessed valuation. Pike's main industry is farming; and in the last few years, because of the economic depression, farm lands, buildings and equipment have depreciated in value greatly, bringing about a decreased valuation of property. The coal industry in the southern part of the county is of great benefit to the schools of that section. Since the farms of the southern part of the country are valued very low, that section first required state relief in support of its schools.

²4011 Pupils Enrolled in All Schools in 1932.

³State Median in 1932 was \$5,912.26.

Table V

Balance Sheet B. Grand Total of All Payments, 1932,
for the County and the Petersburg
Schools⁴

1. Instruction	
A. Principals' Salaries	\$ 10,961.24
B. Supervisors' Salaries	1,480.00
C. Teachers' Salaries	114,170.09
D. Teachers' Institute Pay	72.00
E. Instructional Supplies	1,054.36
F. Other Instructional Expenses	151.67
G. Total of Above Items for Petersburg School	36,328.26
H. TOTAL PAYMENTS for INSTRUCTION	\$164,217.62
2. Operation	
A. Wages of Janitors and Engineers	\$ 4,140.50
B. Fuel	2,710.36
C. Janitors' Supplies	584.82
D. Water, Light, Power	418.60
E. Transportation (Operation of school hacks and busses)	18,587.33
F. Telephone	19.50
G. Other Expenses of Operation	400.45
H. Total of Above Items for Petersburg School	4,281.66
I. TOTAL PAYMENTS for OPERATION	\$ 31,143.22
3. Maintenance	
A. Repair and Upkeep of Buildings and Grounds	\$ 3,500.03
B. Repair and Unkeep of Equipment	1,311.02
C. Repair and Upkeep of Hacks and Busses	931.55
D. Other Maintenance Charges	245.49
E. Total Maintenance Expense for Petersburg School	785.62
F. TOTAL MAINTENANCE EXPENSES	\$ 6,773.71
4. Fixed Charges	
A. Rents	\$ 20.00
B. Insurance	1,415.05
C. Interest on Bonded Debt	2,916.53
D. Interest on Temporary Loan	378.21
E. Total Fixed Charges for Petersburg School	785.62
F. TOTAL FIXED CHARGES	\$ 6,428.84
5. Co-ordinate and Auxiliary Activities	
A. Libraries	\$ 66.89
B. Health Service	6.20
C. Other Co-ordinate and Auxiliary Activities	44.50
D. Total Co-ordinate and Auxiliary Activities for Petersburg School	519.03
E. TOTAL CO-ORDINATE AND AUXILIARY ACTIVITIES	\$ 636.62

⁴County Superintendent and City Superintendent's Report,
Op. Cit. p. 29 and pp. 2-3, respectively.

Table V Continued

6. Capital Outlay	
A. New Buildings	\$ 5,845.00
B. New Building Equipment	100.00
C. Alterations of Old Buildings	581.63
D. Total Capital Outlay for Petersburg School	1,470.61
E. TOTAL CAPITAL OUTLAY	\$ 7,997.24
7. Transfer Tuition	\$ 18,108.49
No Transfer Tuition for Petersburg School	
8. Debt Service	
A. Payment on Bonds	\$ 10,055.24
B. Payment on Temporary Loans	-----
C. Total Debt Service for Petersburg School	4,010.82
D. TOTAL DEBT SERVICE	\$ 14,066.06
9. Enumeration Cost for County (payment for taking the school enumeration) Enumeration Cost for Petersburg School Included in Above Item	\$ 261.70
10. GRAND TOTAL OF ALL PAYMENTS	\$249,633.50

Marion and Lockhart townships were among the first to ask for aid. Pike County has very few railroads, but those which it does have are of great value to it, especially in those townships which are fortunate enough to be crossed by them. The oil and gas industry in the northern part of the county aids to a small extent in the support of the schools. Besides these few industries mentioned, Pike County depends upon the agricultural industry for the support of the schools. As has been said, because of the economic situation Pike County has been hard hit in maintaining its schools. Three townships had to ask for state relief in 1932, making a total of six townships dependent upon state relief for the support of education out of the nine townships in Pike County.

According to Table VII, the outstanding debts of the county, including bonds and loans of both the county and the Petersburg

Table VI

Financial Statement of All Townships and
Petersburg Schools, 1932⁵

Assets		
Land, Buildings, Equipment, Cash on Hands, Accounts Receivable, Merchandise, Prepaid Insurance, Other Assets.		
	TOTAL	\$649,456.55
Liabilities		
Bonds, Unpaid Transfers, Accrued Salaries, Temporary Loans, Interest, Insurance, Land Depreciation, Building Depreciation, Equipment Depreciation.		
	TOTAL	\$182,735.91
NET WORTH	Total Assets Less Total Liabilities.	\$466,720.64

⁵County Superintendent and Petersburg School Superintendent's Report, Op., Cit., p. 30, and p. 6., respectively.

school corporations, amount to \$106,018.62. The debt of the entire county is included in the liabilities shown by Table VI, which has already been discussed.

Table VIII shows some interesting data. The enrollment in the grades of the Petersburg school is 475. This includes only the first six grades. The total yearly cost per pupil in this school in the first six grades, based upon enrollment, was \$34.36. Based upon average daily attendance the total cost was \$38.58. This latter amount is still below the median of the state, which was \$56.19 for 1932,⁶ based upon average daily attendance. There were 429 enrolled pupils in the high school, which includes the last six grades plus the vocational students. The cost per pupil enrolled was \$67.27. The cost per child based upon average daily attendance, which was 349.26 pupils, was \$82.67. Both of these amounts are much lower than the median of the state for high school pupil costs. In 1932 the state median cost per pupil for grades nine to twelve was \$104.80. For all types of schools the median cost per enumerated child was \$71.37.⁷

In the county the total number of pupils enrolled in the grades nine to twelve for 1932 was 508 pupils. The total cost per enrolled child that year was \$71.40. Based upon average daily attendance the total cost per child, per year, was \$79.79. As shown above, these two figures are much smaller than the median of the state. In grades one to eight, the total number of pupils enrolled was 2,599. Based upon enrollment the total cost per pupil, per year, was \$50.51 and the cost per pupil based upon average daily attendance was \$53.84. Both of these figures run very close to the

⁶Annual Report of the Department of Public Instruction, of the State of Indiana, (1932), p. 23.
⁷Ibid., p. 23.

of the state. The reason why the school year is not
in the summer and the winter is because the state

is so early that most Table VII have received the

**Unpaid Debts Outstanding, August 1, 1932, for the
County and the Petersburg School⁸**

	Bonds	Temporary Loans	Total
County	\$69,388.62	\$6,630.00	\$76,018.62
Petersburg School Corp.	30,000.00		30,000.00
GRAND TOTAL	\$99,388.62	\$6,630.00	\$106,018.62

school laws, school corporations only have to report to the
⁸Annual Financial and Statistical Report of the County
Superintendent to the State Superintendent of Public Instruction,
(1932), p. 31.

Report of the School Trustees of Petersburg to the State
Superintendent for the 1931-32 School Year, p. 4.

Five of the townships were paying more than the state
law required and were then unable to receive their
share of the state aid. Three townships, Clay, Jacobs, and Leslie,
did not receive aid only in the school years of 1932 and 1933.
Madison township and the school corporation of Petersburg are
operating their schools under one hundred and twenty cents and
without state relief. Madison township, of course, is one of the
townships of the county which maintain a high school, with Leslie
township being the other, but its levy is as much as one hundred
and twenty cents.

median of the state. The reason why the total yearly cost per pupil in the grades one to eight runs so close to the state median is probably that most grade teachers receive the minimum wage of \$800.00 per year. There are, of course, other factors that enter in, but the greatest cost of the entire school is the salary of the teacher, and this is nearly uniform throughout the state, especially in the rural districts.

According to Table IX, the townships that are now receiving state relief are levying a tuition and special school tax from twenty to twenty-five cents more than the state requires in order to receive state relief. According to section 604 of the Indiana School Laws, school corporations only have to levy a tax of at least one hundred and twenty cents on each one hundred dollars of taxable property and twenty-five cents on each taxable poll in said school corporation to receive state relief.⁹ Table IX shows that five of the townships were levying from five to twenty-five cents more than required and were then unable to maintain their schools without aid. Three townships, Clay, Patoka, and Washington had to ask for aid only in the school years of 1932 and 1933. Madison township and the school corporation of Petersburg are operating their schools under one hundred and twenty cents and without state relief. Madison Township, of course, is one of the townships of the county which maintains no high school, with Logan Township being the other, but its levy is as much as one hundred and twenty-four cents. Much of Logan Township's land is valued

⁹ Op. Cit., p. 23.

Table XI

Estimated Causes of Increased School Costs in the
United States, 1914-1930¹⁶

Year	Cost of Edu- cation	Increase over 1914	Amount of Increase Chargeable			Percent of Increase Chargeable to			
			Depreciation of Dollar	In- creased Attendance	Other Factors	Deprec- iation of Dol- lar	In- creased Attend- ance Other Factors	All Fac- tors	
1	2	3	4	5	6	7	8	9	10
1914	\$555077000	\$1765699000		\$482028867		48.72	27.30	23.93	100
1930	2320775000		\$860249883		\$423420250				

¹⁶Research Bulletin of the National Education Association,
(1932), p. 223.

Table VIII

Cost Per Year, Per Pupil, in the Grades and High School,
Based upon Enrollment and Average Daily Attendance
for the County and the Petersburg School¹⁰
(1931-1932)

Petersbrug Schools	6 Year Elementary	H. S. plus Voc. Dept.	Total
Number of Pupils Enrolled	475	429	904
Cost Per Pupil Enrolled	\$34.36	\$67.27	
Number of Pupils In Average Daily Attendance	422.83	349.26	
Cost Per Pupil In Average Daily Attendance	\$38.58	\$82.67	
County Schools			
Number of Pupils in Grades 9 to 12			508
Number of pupils in Grades 1 to 8			2,599
Cost of Pupils in Grades 9 to 12 on Enrollment		\$71.40	
Cost of Pupils in Grades 9 to 12 on Average Daily Attendance		\$79.79	
Cost of Pupils in Grades 1 to 8 on Enrollment		\$50.51	
Cost of Pupils in Grades 1 to 8 on Average Daily Attendance ¹⁰		\$53.84	

¹⁰County Superintendent and Petersburg School Superintendent's
Report, Op. Cit., pp. 25, and 4, respectively.

Table IX

Tax Rate for 1931, Pike County, Indiana
Payable in 1932¹¹

Townships	Tuition Tax	Special School Tax	Total
*Clay	.75	.65	\$1.40
*Jefferson	.75	.70	\$1.45
*Lockhart	.60	.70	\$1.30
Logan	.70	.54	\$1.24
Madison	.60	.38	\$.98
*Marion	.60	.60	\$1.20
Monroe	.60	.60	\$1.20
*Patoka	.75	.65	\$1.40
*Washington	.75	.50	\$1.25
Petersburg (city)	.50	.55	\$1.05
Spurgeon (town)	.60	.60	\$1.20
Winslow (town)	.75	.65	\$1.40

*State Aid Townships.

¹¹ Tax Rate Sheet for 1931, Pike County, Indiana, Payable in 1932.

very low, which is one cause for the levy being so high. These two townships, Logan and Madison, transfer their eighth grade graduates to different high schools of the county and to other counties.

Other interesting information is given in Table X, on page showing the costs of the schools for the years 1860, 1880, 1900 and 1932. In 1860 there were only fifty-two teachers, forty-eight men and four women. The average compensation per day for men was \$1.16 and for women, eighty-eight cents. The total cost of education in that year was \$3,720. In 1880 there were ninety-nine teachers, the average compensation for men per day being \$1.82 and \$1.83 for women. The total cost of education in that year was \$25,420.79, or 146 per cent plus, over the year 1860. In 1900 there were ninety-four men and thirty-six woman teachers for whom the average compensation per day for men was \$1.97 and for women was \$1.89. The total cost of education in 1900 was \$46,269.46 or an increase of fifty-four per cent over the year 1880. In 1932 there were seventy-eight men and sixty-nine women teachers or a total of one hundred and forty-seven. Data for the average compensation per day were not available. The total cost of education in 1932 was \$249,633.50, or an increase of eight hundred and fourteen per cent over the year 1900 and an increase of 9850 per cent plus over the year 1860. This is an enormous increase but is easily accounted for. The expenditures have not only increased, but the efficiency of the schools have increased to the same extent. In the lapse of seventy-two years many

Table X

Cost of the Schools and Other Miscellaneous Items for Years 1860, 1880, 1900, 1932

Years	Children Between the Ages of 5-21		No. Teachers	Average Compensation per day		Expenses for Tuition	Expenses for Building, Re- pairs, Fuel	Total Expenditure
	Male	Female		Male	Female			
1860 ¹²	3,912	48	4	\$1.16	.88	\$2,907	\$813	\$3,720
1880 ¹³	*5,746	76	23	\$1.82	\$1.83	\$20,729.11	\$4,696.68	\$25,420 .79
1900 ¹⁴	*6,857	94	36	\$1.97	\$1.89	\$27,934.46	\$18,335	\$46,269.46
1932 ¹⁵	4,804	78	69	No data	No data	\$113,767.48	\$48,866.02	\$249,633.60

¹²State Superintendent's Report, (1860), p. 77.

¹³Ibid., (1880) pp. 206, 208-209, 210, 211.

¹⁴Ibid., (1900) pp. 381, 390, 394, 338, 342.

¹⁵Annual Financial and Statistical Report of the County Superintendent of the State Superintendent of Public Instruction, (1932), O. 29.

Report of the School Trustees of Petersburg to the State Superintendent for the 1931-32 School Year, p. 1.

Annual Report of the Department of Public Instruction of the State of Indiana, 1932, pp. 10 and 16, respectively.

7.95 follows p. 91.

wonderful changes have been made. Mansions, in comparison to the log cabins, have been erected; the number of teachers has increased from fifty-two to one hundred and forty-seven; wages have increased from one dollar and sixteen cents paid the men, and eighty-eight cents paid the women, to at least five dollars per day in 1932; operation and maintenance costs have increased enormously, as shown by Table X; high schools have been organized since 1860; attendance has increased; pupils are now transported to schools instead of having to furnish their own transportation as they formerly did. Many other reasons could be cited for this great rise in expenditures, but enough reasons have been given to show why the increase is so large.

The large percentage of increase in expenditures of the schools in 1932 over the year 1900 can be justified by causes set forth in Table XI. This table gives the estimated cause for an increase in school costs of the United States in 1930 over the year 1914, but the same reasons can be applied to the 1932 costs over the 1900 costs. According to this table, the costs of the schools in the United States for 1914 were \$555,077,000, and in 1930 the total costs of the schools in the United States were \$2,320,775,000. The reasons stated in this table for the increase are the depreciation of the 1930 dollar over the 1914 dollar, which was 48.72 per cent decrease; the increased attendance of 1930 over the 1914 attendance, which was 27.30 per cent increase; and other factors, 23.98 per cent increase over the year 1914. These same factors can easily be applied to the increased costs of Pike County for 1932 over the year 1900. These facts have been presented above.

Table XII
Salaries of County Officers
1932¹⁷

NAME	SALARY
Treasurer	\$1,800+3% on personal delinquents.
Auditor	\$2,532
Agricultural Agent	\$2,000
Superintendent of Schools	*\$2,232
Clerk	\$1,880
Sheriff	\$1,790
Recorder	\$1,200
Assessor	\$1,100
Commissioners (3)	\$ 250 each.

*Salary cut to \$1,600 for year 1933-1934.

¹⁷A Personal Interview of the Author with the County Auditor.

Tables XII and XIII present further interesting facts.

One of the county officials served most in the salaries of

the school trustees, salary **Table XIII** of the township

**Salaries of Township Principals
of Pike County, 1932¹⁸**

The salaries are \$1,000.00, vary from \$1,500 to \$2,181.24.

Townships Having High Schools	Salary
Clay	\$1,500
Jefferson	\$1,800
Lockhart	\$2,181.24
Marion	\$1,780
Monroe	\$1,900
Patoka	\$1,800

According to the above data, the costs of the schools seem to

be a great burden. Of all expenditures the tax payer first notices

those of the schools. He is ready to curtail expenses of the school

on his first visit. Viewing the situation with alarm and

getting that in the school that he fails to meet the

other expenses of the county, he is ready to curtail the

can see nothing but the large number of schools and

schools and forgets that they are the backbone of our democratic

form of government. There is no doubt but that

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Tables XII and XIII present further interesting data. Salaries of the county officials exceed most of the salaries paid to the school teachers, except the salaries of the township school principals, which are shown in Table XII. The minimum wage of the grade teacher is \$800.00; very few are paid more than that amount. Very few high school teachers of the county, if any, receive more than the salary paid to the sheriff, whose salary is \$1,790. The highest paid official in the county is the treasurer, who receives \$1,800 plus three per cent on personal delinquents, or those who fail to pay their taxes on time, which sometimes amounts to \$5,000 or \$6,000 per year. None of these officials, except the county superintendent and the county agricultural agent, are required to have special qualifications, other than being a qualified voter. No teacher under the new law of Indiana can hold a teaching certificate without seventy-two weeks of college training above the high school. The high school teacher is now required to be a college graduate, or to have at least four years of training above high school, before he can hold a teaching certificate good for teaching in the high schools of Indiana.

According to the above data, the costs of the schools seem to be a great burden. Of all expenditures the tax payer first notices those of the schools. He is ready to curtail expenses of the schools on the first call. Viewing the increasing costs with alarm and forgetting that it was the school that made him, he fails to note the other expenses of the county, state, and national governments. He can see nothing but the large amounts paid for the support of the schools and forgets that they are the foundation of our democratic form of government. There is no doubt but that much school money

has been and is squandered by dishonest and ignorant officials, but the burden of taxes for schools is not nearly as great as for many other things for which the average taxpayer pays. Quoting from the N.E.A. Journal of June, 1932, Dr. Fraiser, of Colorado State Teachers College, says, "When a state spends more each year on tobacco than it does on education, I maintain that education is not a burden that can't be borne; and a nation that spends practically as much each year for wars past, present, and future, as it does in every state for all education is not burdened with education."

Dr. Fraiser also says, "When we see a million dollar highway running by a \$400 schoolhouse taught by a \$700 teacher, we wonder how democracy will last with such a scale of values." He further says: "If we have to cut budgets, as we all have to do, we need a scale of values, now more than ever before. My scale says music for all is more important than Latin for a few. Art for all beats Algebra for a few. Health education for all must stay when ancient and medieval history are discontinued. The first grade must have the best teachers you can buy if the last year of high school has to be discontinued. Making a school budget is not so hard, but making a 15 per cent cut is the work of an expert. Let your superintendent and not your tax league do the cutting."

Dr. Fraiser further continues: "Many men are wringing their hands and demanding that the state save the taxpayer by seriously curtailing education. If they would give the ~~same~~ amount of energy to the remaking of our outworn tax system we might get somewhere."

APPENDIX
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Much of the data has been secured through personal letters to the author and from personal interviews by the author with the county superintendent of Pike County, the high school principals of Pike County and several old settlers of the county. Editors of the Pike County Democrat and the Winslow Dispatch, respectively, have co-operated to some extent in furnishing data.

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